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ABSTRACT

Centered around a summer theatre theme, the summer migrant program provided each child with a situation in which he could escape his normal role and fulfill his latent capabilities through entry into some character of a play. Thereby, each "performer" realized his unique abilities and found in himself a new source of self-confidence and pride. Using "The Wizard of Oz" as a basis, the program aimed to increase the child's communication skills in vocabulary, comprehension, and self-expression. Students in grades 4-7 were involved in stagecraft and photography. In stagecraft, students built and painted ten flats, sketched and transferred the scenes to the flats, constructed props, wrote invitations, and made posters for publicity. The photography module exposed students to the world of photography, using cameras and darkroom processing equipment, and documented the activities of summer school. Primary children (K-3) were involved in Language Arts, Song, Dance, and Arts and Crafts. In Language Arts, students listened to reading, and wrote stories and plays. The music program dealt mostly with learning songs for the play. A unit on pantomime involved the children in role-playing situations. The Arts and Crafts unit gave the children an opportunity to experiment with different materials and media. Parents helped with the costumes. Overall the program accomplished its purposes. The students' comments are given throughout this report. (NQ)

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We're Off to See the Wizard

Mohawk Valley School
Summer Program
1975

U S DEPARTMENT OF HEALTH,
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Carolyn Warner, Superintendent
Arizona Department of Education

FEBRUARY, 1976

RC009120

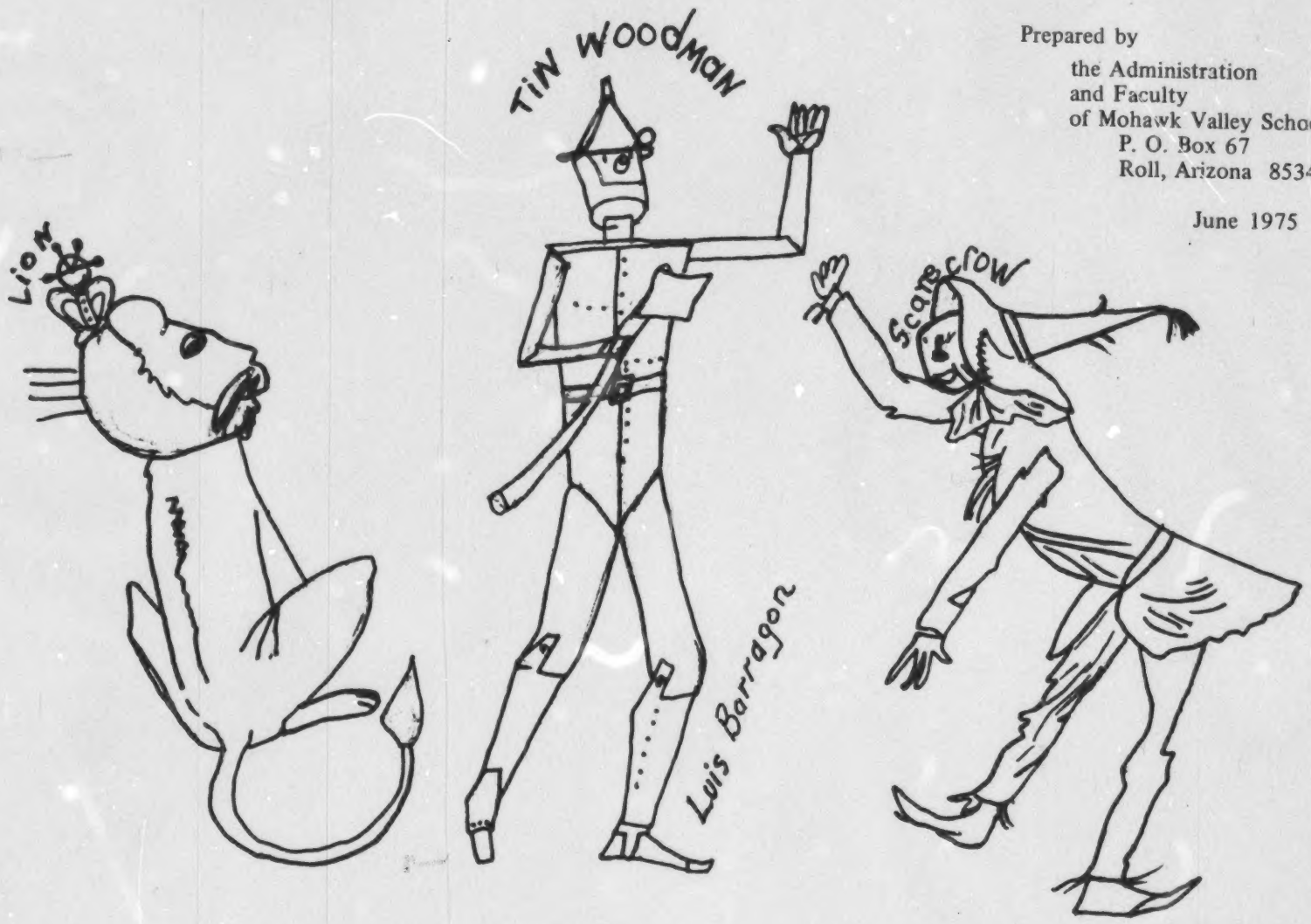
"WE'RE OFF TO SEE THE WIZARD"

A report from Mohawk Valley School
Summer School Migrant Program
Kindergarten through Grade 7

A PICTORIAL ACCOUNT

Prepared by
the Administration
and Faculty
of Mohawk Valley School
P. O. Box 67
Roll, Arizona 85347

June 1975



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ARIZONA STATE DEPARTMENT OF
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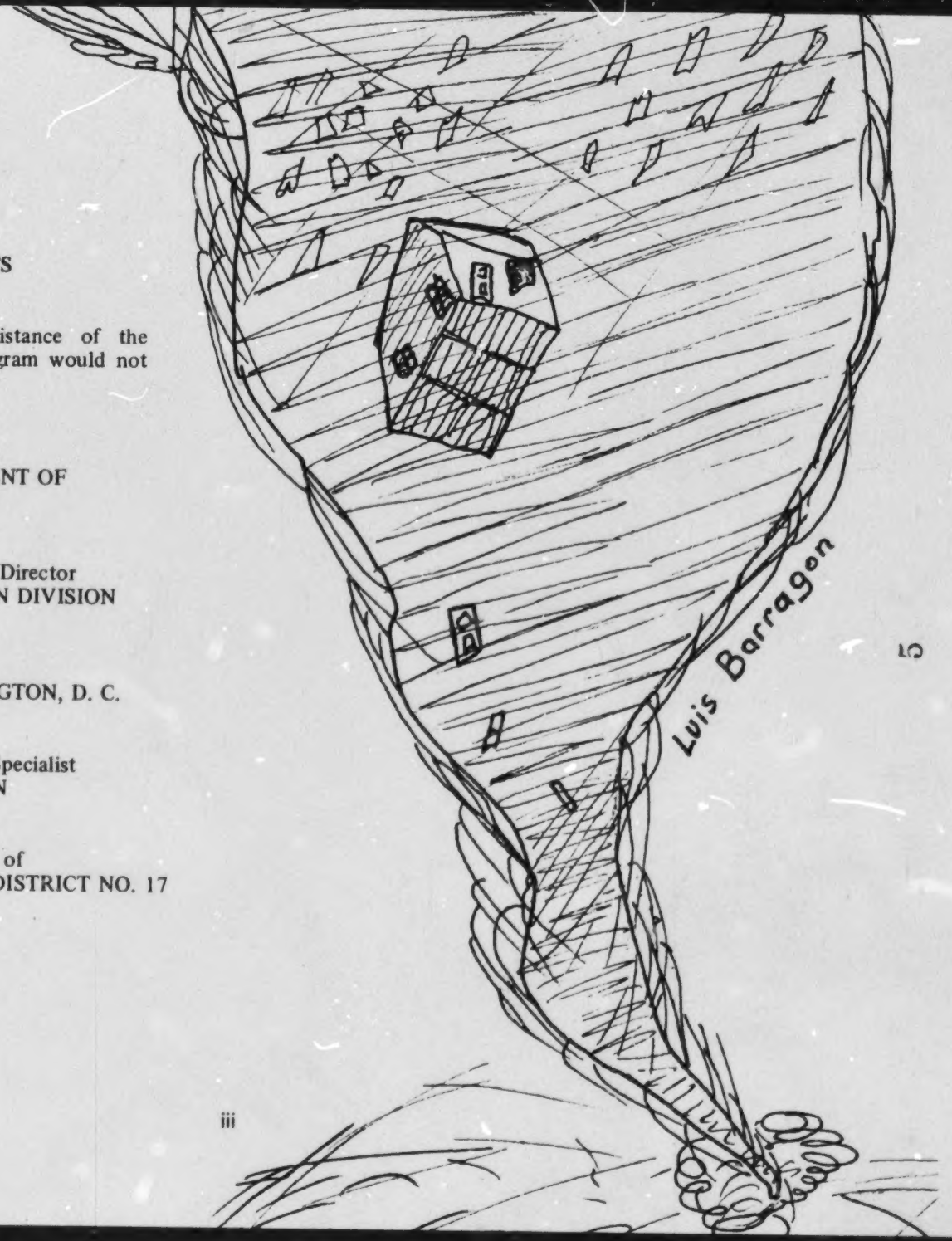
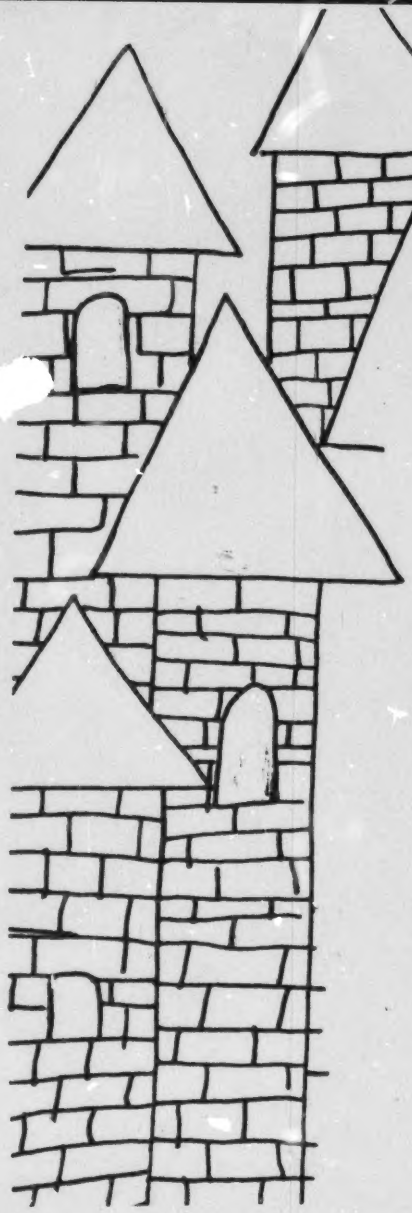
Mr. Vidal Rivera, Jr., Chief
MIGRANT SECTION, WASHINGTON, D. C.

Mr. Don Brink, Administrative Specialist
MIGRANT CHILD EDUCATION

The Administration and Faculty of
MOHAWK VALLEY SCHOOL DISTRICT NO. 17
Summer, 1975





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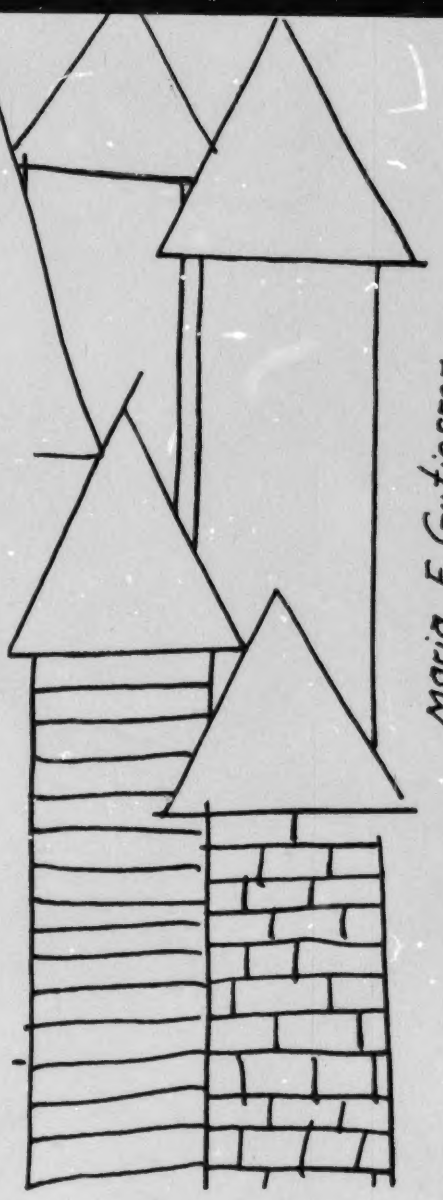

PRESENTING . . . . . SUMMER THEATRE
at
MOHAWK VALLEY SCHOOL

Recognizing the need of the migrant child to develop his oral communication skills and improve his self-concept, we, at Mohawk Valley, tried to create a new environment for learning and personal development centered around a summer theatre theme. Come with us now as we give you a behind-the-scenes look at the activities which led to the enchantment and success of the make-believe trip down The Yellow Brick Road.

Summer Theatre

Modules

p. 2 blank

SUMMER THEATRE MODULE DAILY SCHEDULE

WEDNESDAY: Swim Day

	4th – 7th Grades			K - 3rd Grades			
7:30	Staff Arrival						
8:00	Bus Arrival & Lunch Count						
8:00	Breakfast / Dental Care						
8:45	Mrs. Ruiz Rm. 308	Mr. Gilmer Rm. 308	Mrs. Beecroft Rm. 301	Mr. Wilson Rm. 304	Mrs. Gilmer Rm. 306	Mrs. Seriale Rm. 307	Miss Davis Rm. 304
	Costume (Mothers)	Language Arts		Rhythmn Band	Songs — Miss Davis (Miss Madson, Pianist)		
9:20		Drama & Lighting (Miss Lindsey) aide	Stagecraft (Mrs. Macfarland) aide	Photography (Mrs. Crosson) aide	Outdoor Games		
9:20 / 9:45					Language Arts (Miss Monreal) aide	Arts & Crafts (Miss Tuffly) aide	Dance (Miss Madson) aide
10:00		Outdoor Games					
10:15					Art	Dance	Lang. Arts
10:30 / 10:45					Dance	Lang. Arts	Art
11:15 / 11:15	Lunch						
11:45							
12:00	Home Rooms for Dental Care						
12:35	Student Clean-Up and Evaluation / Bus Departure						
1:30	Teachers and Aides Evaluation						

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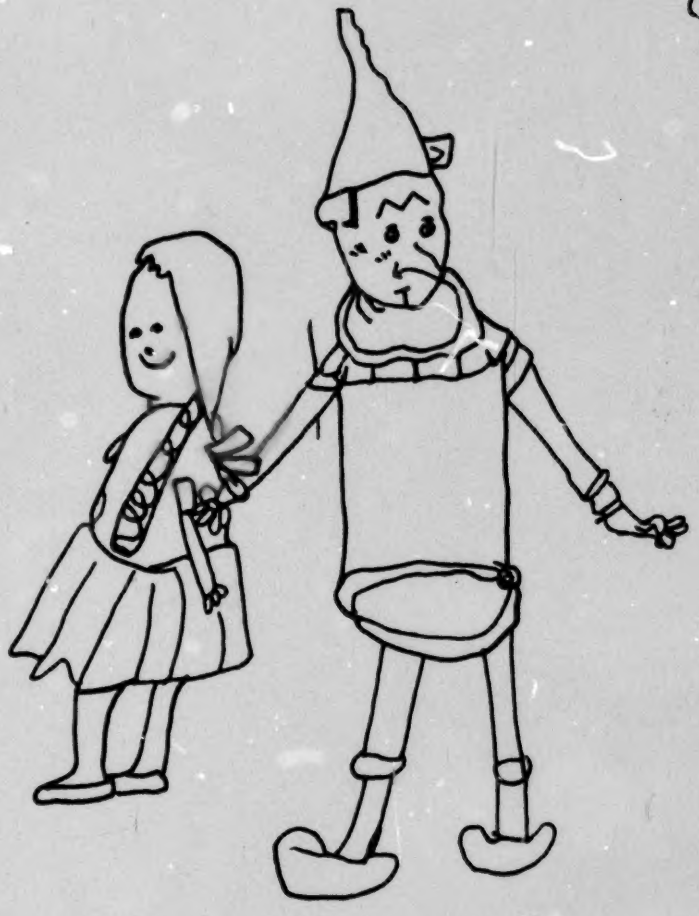
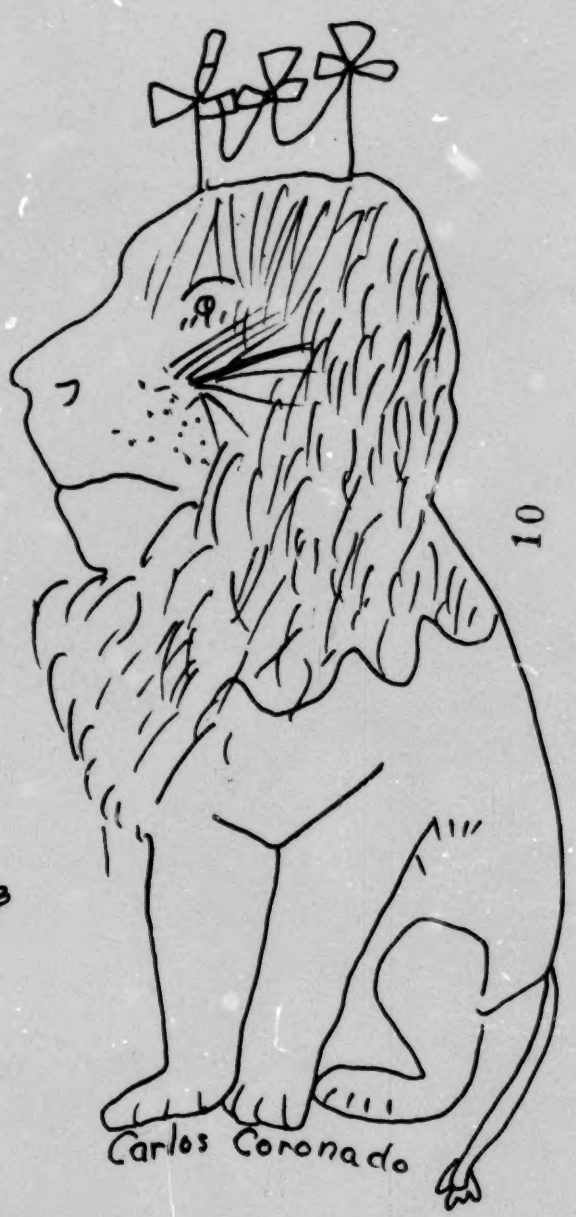
Drama





Carlos Coronado

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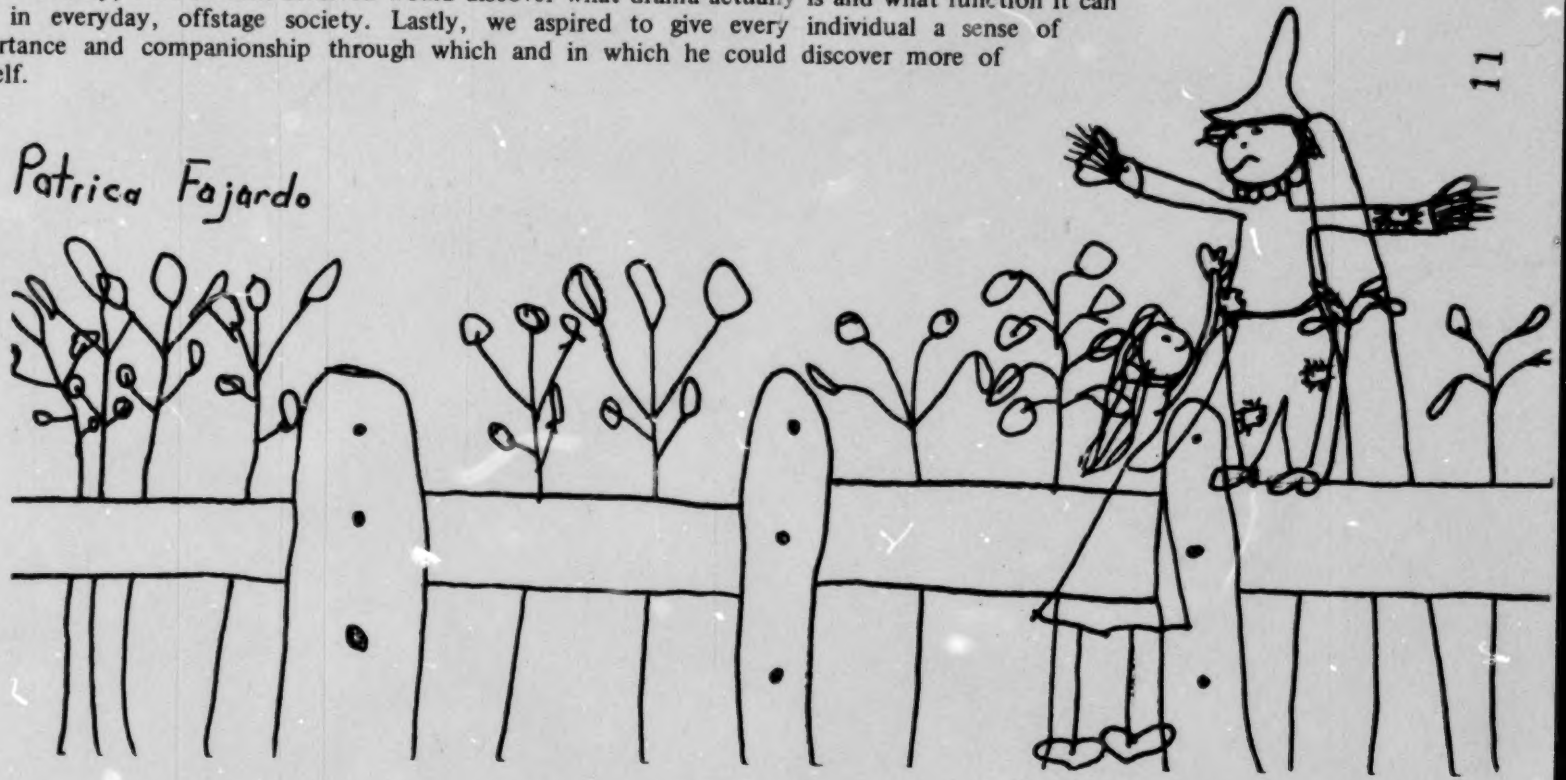
DRAMA

In most cases the term "drama" is somewhat of a misnomer, but our summer theatre program has provided us with "drama" in the purest sense of the word. Accordingly, each of our goals is closely and integrally associated with some facet of dramatic production.

Our chief goal was to provide each child with a situation in which he could escape his normal role and fulfill his latent capabilities through entry into some character of a play. Thereby, each "performer" can realize his unique abilities and find in himself a new source of self-confidence and pride.

There were, of course, several objectives which indigenously accompany the actual staging of any production. First, each child, through his close association with the script and its rewriting, would unconsciously increase his vocabulary level. Secondly, each student involved would discover what drama actually is and what function it can have in everyday, offstage society. Lastly, we aspired to give every individual a sense of importance and companionship through which and in which he could discover more of himself.



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I like summer school because you do all kinds of fun things. We go swimming and we spend a long time swimming. Mr. Gilmer is a fine teacher. I like going to his room.

We had a play here in school and I was Dorothy. But one thing I don't like is that I'm trying for Dorothy (the part) *and not very many people will vote for me. I am not that happy.*

–Maria Gutierrez

I like being in Mr. Gilmer's room because we do fun things. We read, talk, and act. I like when we have 30 minutes for recess and play baseball and jump on the trampoline. He is a big man and strong. He is funny and the man I am talking about is Mr. Gilmer.

I drew some things but they didn't look right. We went to the auditorium. My knees hurt because I did not get knee pads. (Chelene was "Toto" the dog in the play.) *But Mr. Gilmer said that I would get them.*

–Chelena Velaszquez

If the kids in the play would talk more loud it would be better for everybody.

–Carmen Carbajal

I was reading a book of the Wizard of Oz. Mr. Gilmer said I was doing good. Lisa (aide) *said I read so fast, she couldn't even keep up with me.*

I got a part in the play. I am a guard of the "Wizard." I don't have to do nothing, only stand. At lunch I ate fish. It was so good that I went back for fifths.

–Alberto Reyes

I think we should have more things in talking than we had today, because if we didn't have enough talking, the play won't be any good.

–Edward Morales

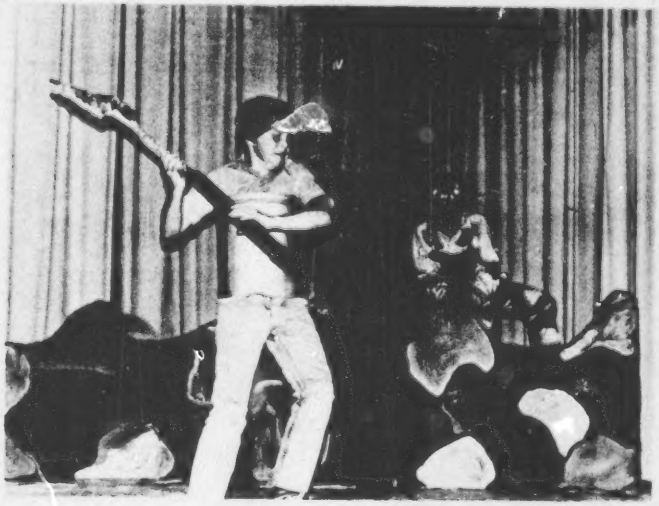
We voted to see what character is to be "The Wizard of Oz." I didn't know who to vote for. We rewrote some of the lines in the play. The little kids in the play as the flowers could have done better and the people (on stage) *could have talked louder.*

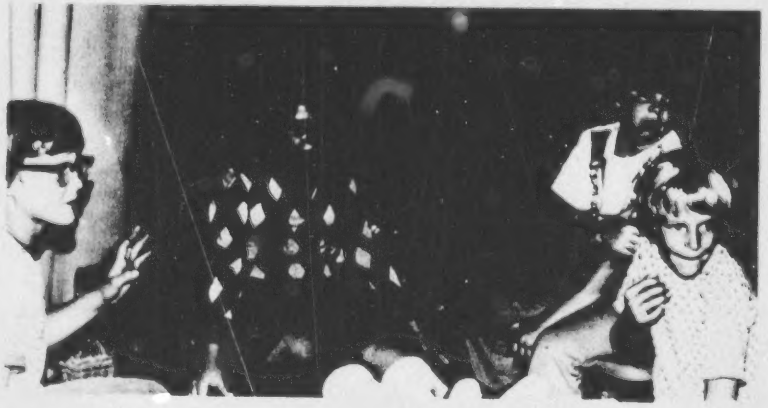
–Mike Yost

Drama class was funny, funny and I would like to share it with others.

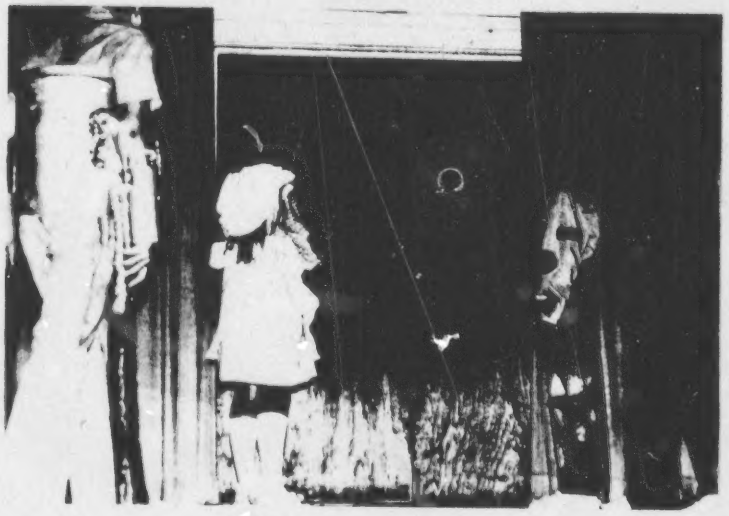
–Jeff Madsen

TRY OUTS





THEN WE PRACTICED



I like having try-outs the best because some of them were funny. It was sort of boring because all we did was practice the play. It was boring at recess because I couldn't play. (broken leg)

—Judy James

Yesterday which was Friday, was a good day. We went to practice the play two times, which we needed. Then when we finished with the play we went and played baseball. I liked that very well.

—Ed Morales

I try my best to act, I don't know if I'm getting any better, but I think we shouldn't be embarassed to go in front of the room to try out for play parts.

—Ed Morales

We didn't have recess today which was okay because we had more important things to do in Drama.

—Mark Kelland

In drama we got to try on our costumes. They were neat looking. We went through the whole play.

—Mark Kelland

We practiced the play. The first time it wasn't too good. The second time we did it better. It was so funny that Dorothy and the Wizard couldn't keep from laughing. It was a good day.

—Mark Kelland

Every thing went fine today, at least I thought it did. I wish some of the other kids could have been important people in the play. Also, the thing that I don't like about the play is that the small children have to come on the stage. I also thought that it was way too hot in the auditorium. When we were in Mr. Gilmer's room we copied scenes 4 and 5. I think the small children need to practice their songs.

Today was sort of boring but there's one thing that made me happy and that is that I made it for the "Good Witch of the North." Now I have to memorize the parts in the play.

Today we practiced the play in the hot gym. For recess we played softball.

Today we also practiced in the play with our costumes on. Then the scarecrow was running around the stage he broke the crystal ball. The crystal ball was a skeleton head that was plastic.

—Shonda Pierson

I think that if the possies in the play should be spread all over the stage to make it look more real. The little kids didn't act scared when the "Wicked Witch" appeared and I think they should.

—Robert Gutierrez

It was fun reading the play. And I liked when we acted it out making up our own lines.

—Brenda Garcia

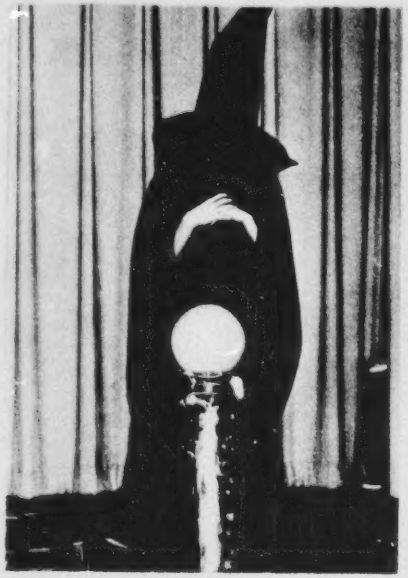
Every thing seemed to go O.K. I liked to see Mark Kelland act the part of the 'Cowardly Lion.' The play was good except we left out some good parts.

—Robert Gutierrez

Practicing the play was fun. But with the little kids it was kind of confusing.

—Brenda Garcia

..., & PRACTICED



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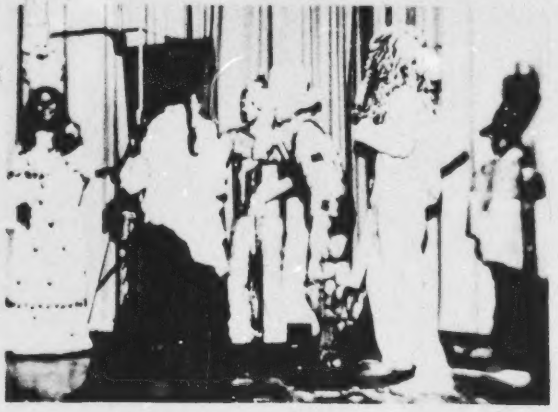
PRACTICED!!!



Today I went to Drama. In Drama we practiced on the whole play. We even put on the costumes. Mr. Gilmer said it was not so good because we made too much noise when the curtain was closed. All the costumes were beautiful. I like acting because you get to be seen a lot.

—Joi Meeks

Today wasn't really a very good day. When we were on stage we weren't acting and doing things as well as we used to. I hope that tomorrow will be better.

Well, today was a better day. Our acting was a lot better.

—Jeff Klingenberg

The play is a lot better now that we have the lights under control. If the rest of the days are just like today this play will be very good.

—Jeff Klingenberg

We really have fun just talking about how to express the lines when we read them and if someone can make it fun then they've accomplished something. We got to make our play how we wanted it. I'm glad we don't have to go directly by the book because there were some places where it was dull or it rambled on too much. Also we were able to add things that made the play more interesting.

—Kim Wright

I went to the gym to help Sherrie work the spotlight. The spotlight isn't hard after you get the hang of it. Also I went to Mr. Wilson's Photography room to put captions below our pictures. The best thing was working the spotlight but there wasn't anything that should be changed.

—Pam Lindsey

We did the play twice and we did it real good the second time. We got the color wheel for the spot light and it is real funny when you work it. It was interesting when we decided how to make our play look better. It was also fun to see how people did different parts of the play. I think we should of had every body try out at the same time.

—Sherrie Lawler

We went up in front of the room and people had to guess what expression we were making; happy, sad or mad. Everybody needs to help each other so we can at least let them have a chance of getting a part.

—Pam Lindsey

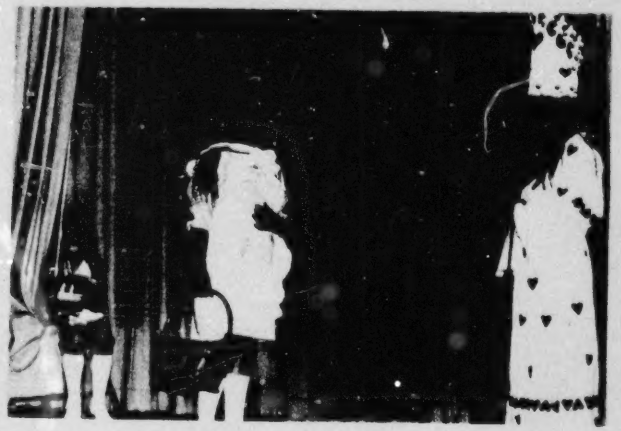
CURTAIN

SPOTLIGHT

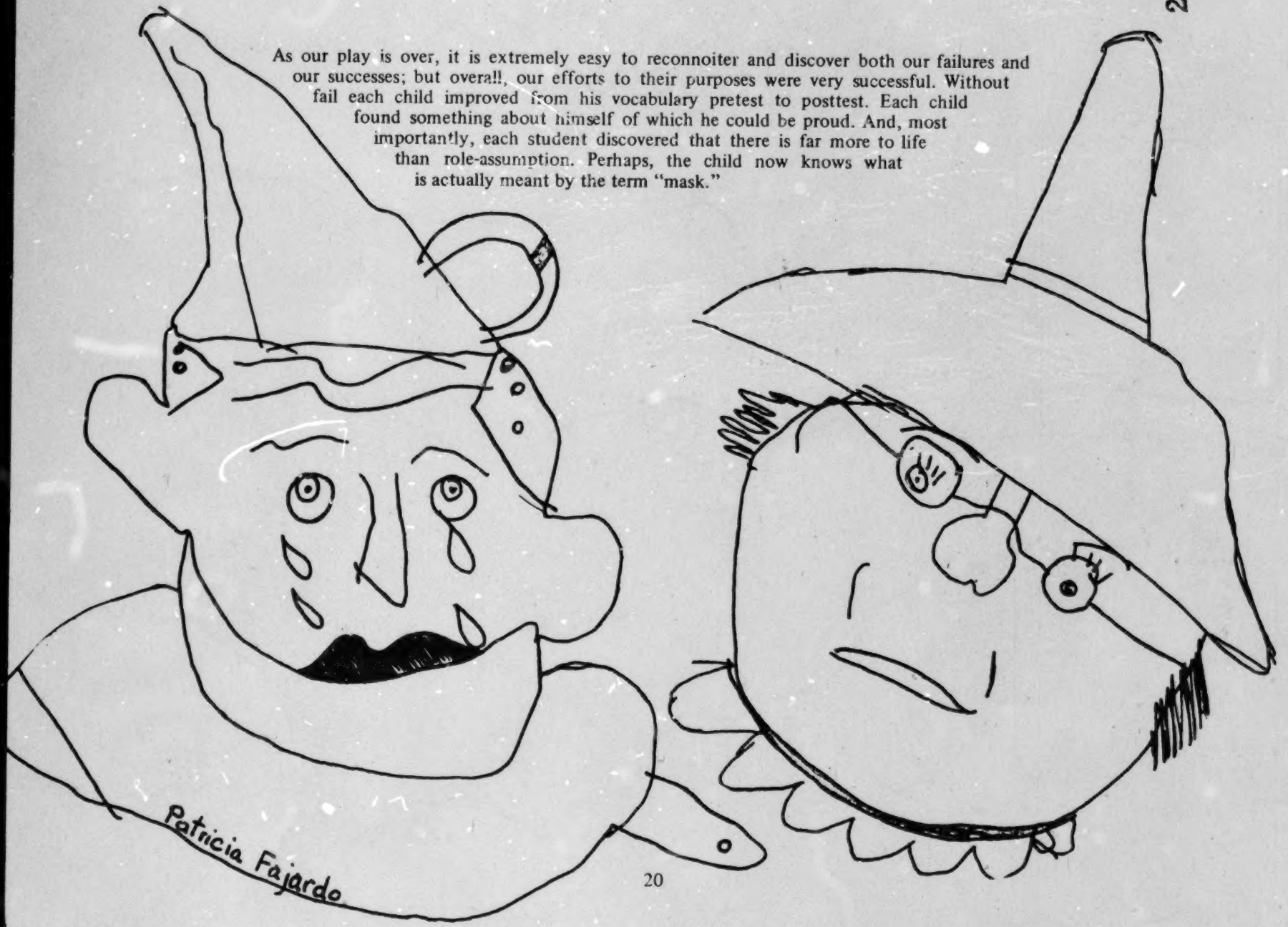
BEHIND THE SCENES

PRDGRAMS

PROMPTER



As our play is over, it is extremely easy to reconnoiter and discover both our failures and our successes; but overall, our efforts to their purposes were very successful. Without fail each child improved from his vocabulary pretest to posttest. Each child found something about himself of which he could be proud. And, most importantly, each student discovered that there is far more to life than role-assumption. Perhaps, the child now knows what is actually meant by the term "mask."

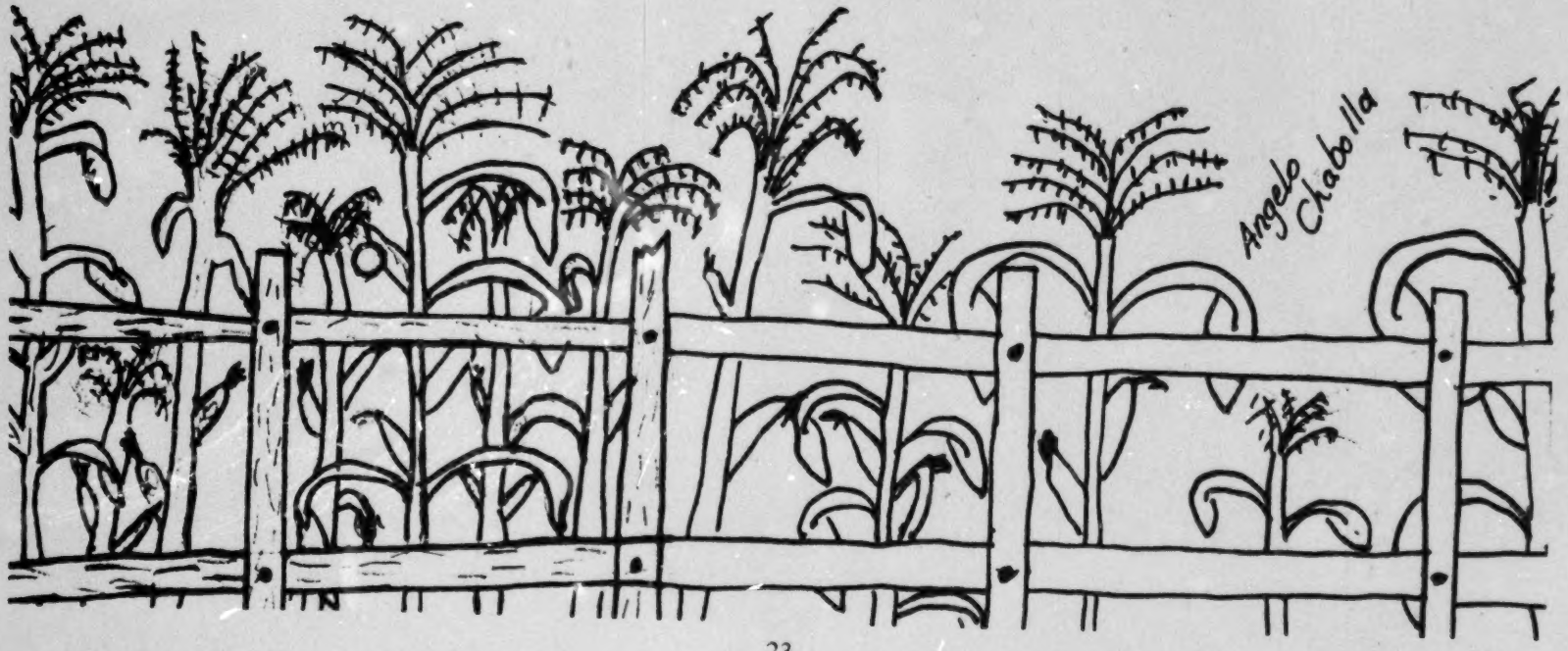


Stagecraft

The Forest
by Luis Barragon

STAGECRAFT

Students in stagecraft were involved in building 10 standard size (365.7 cm x 175.3 cm) flats, sketching the scenes needed, transferring these scenes to the flats, and painting the flats. These students also constructed various props, wrote invitations, and made posters publicizing the operetta.



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I like the best to hammer some woods. We had to share some hammers and some nails.

—Jesse Fajardo

I took a shower and it was fun. The reason I took one is because I got paint all over me.

I like to stir the flameproofing mix and it was hard to do it but it was fun.

—Patricia Fajardo

To day was a fair day. We did lots of painting today. It was a real mess. The paint was real thick and old. Other wise it was a pretty good day. We got to sketch some pictures of the Wizard of Oz. We got to build on the props and I think we are doing very well. We learned just about all the meanings to the hundred words. I think they have improved their meals a lot.

—Stephen Madson

I wcnt to Mrs. Macfarlane to make on the cardboard the cornfield.

—Angelo Chabolla

I painted today the roof of the house. I like painting the best. I helped draw the cornfield on the cardboard. I like best painting.

—Rojelio Ortega

I liked stagecraft best of all because I like to build things. Building was fun and I would like to share it with the class and all the classes but Jesse and Vince and I had lots of fun. Jesse and I had to run back to the shop to get some hammers and in the shop we saw some saws and we learned how to use some of the things in the shop and we learned how to use the hand saw.

I did stage craft and we already have finished our flats and now we are painting some of the flats but we have already finished most of the flats. I liked to take the flats to the auditorium and help paint the door and I liked to see the little kids sing.

–Marvin Woods

We had breakfast and we painted the props and flats and sets. We did all kinds of things. Mrs. Brook told Luis not to splash paint on me but he did it anyway and I had to take a shower.

In Mrs. Beecroft's room we were experimenting on cloth. We put flameproofing on one piece of cloth and another we left blank. The piece with the flame proofing took 20 minutes to burn. The one without the flame resistant stuff burned in 20 seconds.

We all rehearsed the play again and again. Three times we did it. It was fun. Then we had lunch.

–Debbie Lawler

Me and Eugene like it all.

–Luis Cardenas

I put in all the tacks for one flat–all four sides and didn't pound my fingers once, but I did sit on three tacks while going around.

–Patricia Fajardo

pp. 25-26 non-reproducible photos

This day was like the other ones. Everything was good for me. I like how Mr. Gilmer organized the games of baseball and everybody play. I like how we are working for the play with Mrs. Beecroft. Everything was good and also the breakfast and lunch that we ate this day. I like everything of this day.

–Carmen Carbajal

We worked with wood. Bob Tuffley, Diana Cole and I sawed. Then Eugene Woods and I measured boards.

–Bernice Cole

In the class we go to we did a good wood working job but some of the wood broke. Nobody is perfect. Tomorrow I'm going to take pictures. I might get some good or some bad pictures. That's if I get a good camera.

–Narin Compton

We went to Mrs. Beecroft's room and measured. Then we went to the cafeteria, I did pictures and painted, and then I hammered nails. I like doing things with Mrs. Beecroft and doing nice things to help.

–Carlos Coronado

I try to do my best I can. I like best to make flowers and leaves. There is something I could do better. I could hammer the nails straight. I try to do the things good for the play of the "Wizard of Oz."

–Maria Gutierrez

We went to the cafeteria and I held some boards together. Then I hammered tons of nails in the board. I like measuring the boards. Mel helped me. (a volunteer) *I learned how to measure in centimetres and it was 367 cm so we marked 7 cm down and put a line because the board had to be 360 cm long.*

–Laura West

I painted today. And I got paint all over me. What I like the best was painting.

–Tony Cota

"Gosh, Mrs. Beecroft sure is grouchy." Debbie Lawler–after being shown how to use template for placing tacks and tacking a four foot section wrong three different times.

–P.B.

Three girls, about 10 years old, were visiting relatives across the street. One afternoon they came into the cafeteria where we were painting wooden blocks yellow for the Yellow Brick Road. They watched awhile, then I gave each one a paintbrush and put them to work. They painted and visited awhile and enjoyed themselves while doing so. Then one of the girls asked me as she looked at the paint, newspapers, flats, boards, cardboard, and tools scattered everywhere, "Did it take you very long to make this mess?"

–P.B.

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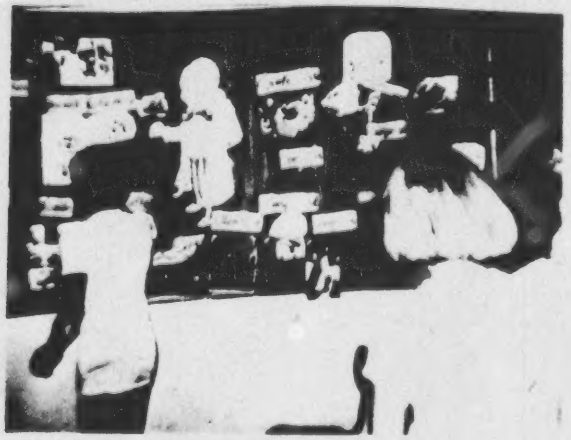


I enjoyed today at summer school. At stagecraft we got a lot done. I also learned a lot while I was at it.

We are getting along fine with our scenery for the play and we are going to do a good job, I can tell that now.

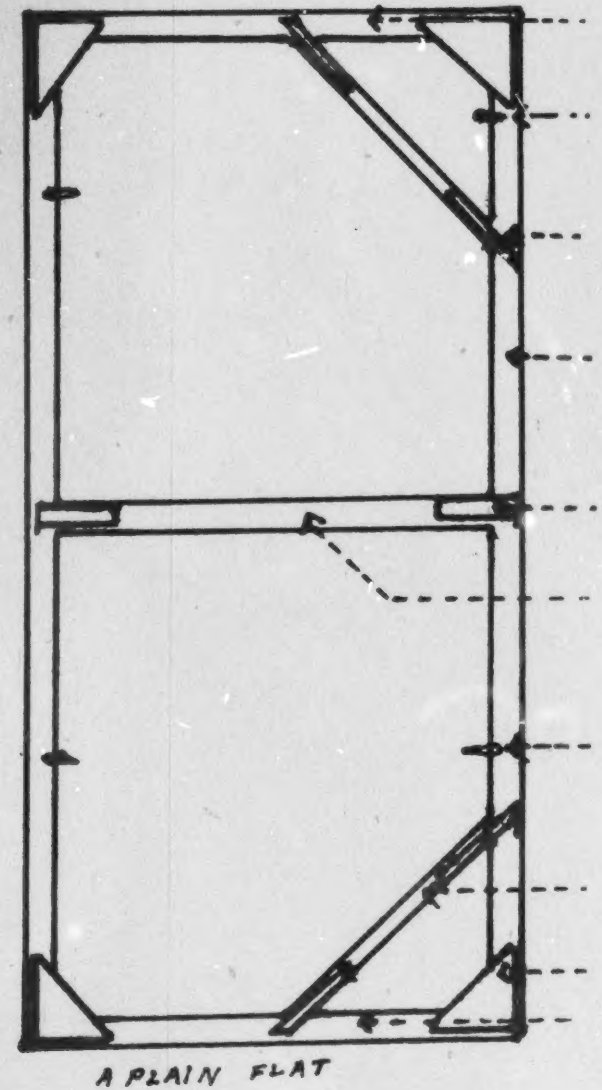
–Bob Tuffley

"I did it! I finally did it!" Student's comment on finishing a game of Linus' Lines.

–P.B.

"This is a fun and easy way to learn how to measure in centimeters."

–P.B.



A PLAIN FLAT

Top rail
(2.5 cm x 7.6 cm x 175.3 cm)

Lash line eye

Half-keystone

Stile
(2.5 cm x 7.6 cm x 350.5 cm)

Keystone

Toggle rail

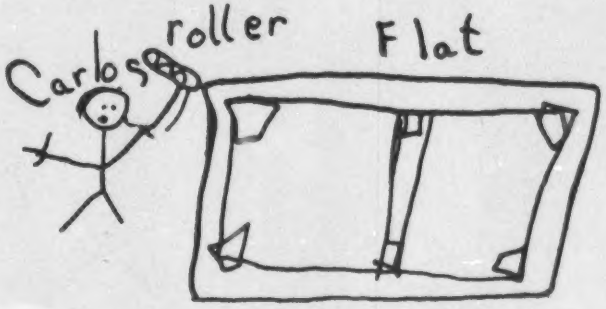
Lash cleat

Corner brace
(2.5 cm x 5.1 cm x 106.7 cm)

Corner block

Bottom rail
(2.5 cm x 7.6 cm x 175.3 cm)

Place four pieces on the floor in the form of a rectangle, with two 175.3 cm rails lapping the two 350.5 cm stiles. Make sure the corners are square, then secure each joint with corrugated fasteners at the seam; reinforce with a corner block. Place the toggle rail between the stiles 182.9 cm from the bottom, and place two mitred corner braces in upper and lower right hand corners. Secure with corrugated fasteners. Reinforce toggle rail-stile joints with keystones and corner brace-stile joints with half-keystones. Set reinforcing pieces 1 cm in from outside edges. Apply hardware by placing a lash line eye in upper right hand corner, a lash cleat 10.0 cm above toggle rail on same side, and one on left side 30 cm from top edge of top rail. Two more lash cleats should be applied, one on each side, 106.7 cm from bottom of bottom rail.



During the process of construction of the flats, each student gained considerable confidence in his ability to use basic tools properly. Students delighted in being able to refer to the various parts of a flat with the correct terminology. They acquired sufficient skill to be able to use the metric system for their measurements. As each flat was completed, they expressed their feelings of satisfaction and pride in their individual contributions and in the group accomplishments.

As a background for set design, students viewed the film, *The Wizard of Oz*. Students then enlarged their own sketches of the flats using an opaque projector. After painting the flats and placing them on stage in the correct positions, stagecraft students relaxed and watched the operetta. Their sense of accomplishment was clearly evident when they realized how greatly their share of the work contributed to the overall success of the production.

Photography

Vincent Fajardo

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PHOTOGRAPHY

The photography module had a dual purpose in the summer school migrant program. The first was to expose students to the world of photography through use of cameras and darkroom processing equipment. The second purpose, documenting the activities of summer school, was realized through the efforts of the students in taking and developing photographs.

1 34 blank

Today I didn't like photography very well because we had to go in the boys' bathroom to see the darkroom and what it was like.

–Judy James

The darkroom work was interesting and important enough to share.

–Doug Klingenberg

In the morning we went to photography. There we made captions for our pictures. Then we walked to the darkroom and learned how to make contact flashes. We also learned what kind of paper you have to have a picture on. There are many different kinds of paper. There are real rough paper and resin paper. I like photography the best because we learned a lot of interesting facts about developing film. I think some of the negatives could be better.

–Roy Tischler

I went to the dark room. Then I took pictures of the art for the play and took pictures when they were working on the costumes for the play and took picture of them practicing the play. I liked best taking pictures of the play. The film in the dark room took too long to get on the roll.

–Mike Yost

Today I liked to be in photography because we got to fix the pictures. I learned how to operate the projector which was fun.

–Ed Morales

I went to the darkroom. We did a little stuff. Put some film in little bags then we cleaned up a little then we went to the play. We took some pictures then we went to the darkroom and mixed up stuff.

–Luis Cardenas

We went to photography and went in the darkroom and developed pictures. We did a good job.

–Narin Compton

I went to photography and when I got in the room I left to go in the auditorium and I took pictures of the play. I took the pictures from different angles so I could get all the people in the picture. Also I got to develop a picture. I got to develop my own negative that I wanted to develop. That was the best day so far.

–Roy Tischler

I found out today that I'm not going to be one of the photographers for the annual tho I know how to take pictures and develop them.

Also I don't think it is fair to have somebody who doesn't even come to summer school to learn how to take pictures and develop them be a a photographer. But I suppose there is nothing that can be done about it.

–Robert Gutierrez

I liked enlarging and developing and drying the films. We could have stayed in the darkroom longer if we had a longer day. There should be longer days in summer school.

I developed film with chemicals and other things you use in a darkroom. I took some pictures with my camera. I liked developing film in the dark room with Mr. Wilson. We enlarged a lot of negatives and then we put them into the developer and then into water and then in fixer. Then we let them sit for ten minutes in the fixer. Then we took them to the washer and let them sit for a while. Then we took the film and put them in a dryer and dried them. While they were drying we took some more pictures and then we looked at the (just developed, dry) *pictures and then we went to lunch.*

–Joey Peltack

p. 36 non-reproducable photos

We did lots of fun things. I like best going to the darkroom and developing pictures. I wish I could of took more than 4 pictures.

—Jeff Madsen

Today I went to photography. In photography I took pictures of the play. I took three pictures but I don't think they came out because the lens cap was still on. Also today I sealed slide mounts.

I worked in the dark room. I developed film. I also took some pictures of people in Miss Davis's (Dance) *class. Also of people working on the scenery in the cafeteria. Lunch was good and so was breakfast. I watched some of the ladies make costumes.*

—Joi Meeks

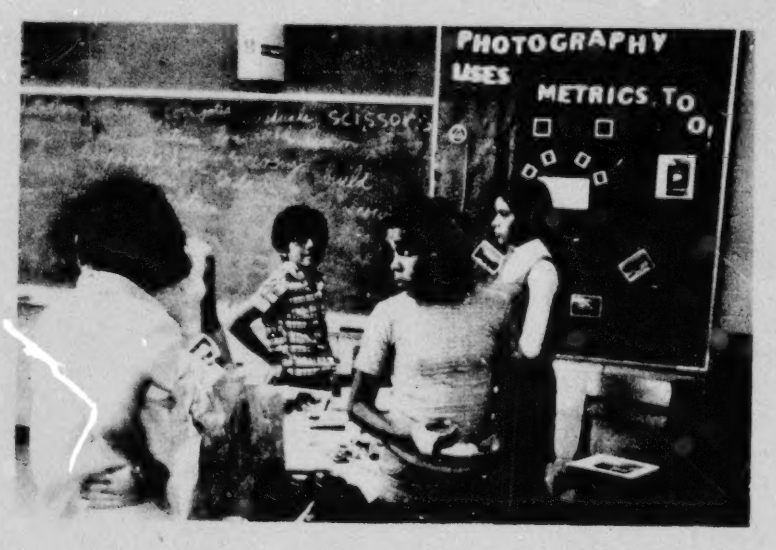
Today I made a poster to hang up at the Tacna P. O. to tell the people about our play. After I finished the poster I watched the play. I worked with photography most of the day today. I took about 25 pictures of the drama people rehearsing the play. Then I took a few of the mothers making costumes and of the stagecraft people making props. After I took the pictures I helped develop them. I also learned how to prepare the film and how to put film back in the camera.

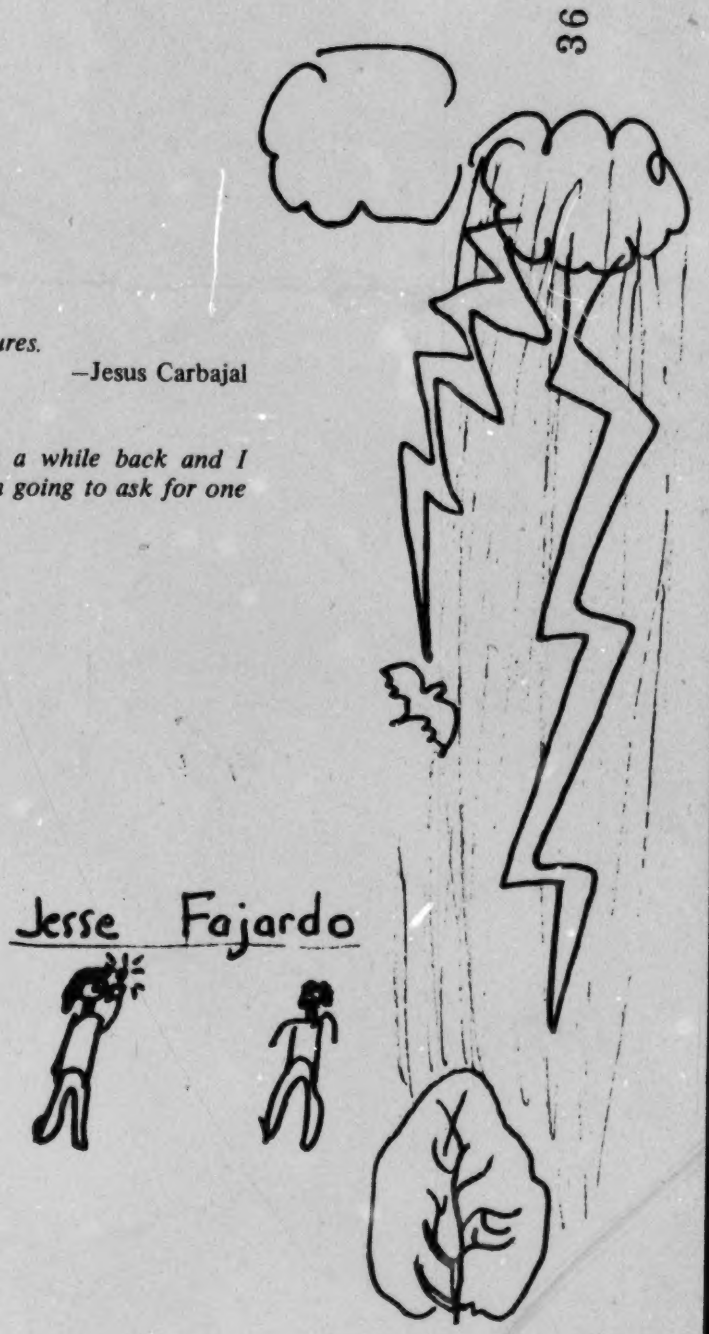
—Bob Tuffley

I like to take pictures.

—Jesus Carbajal

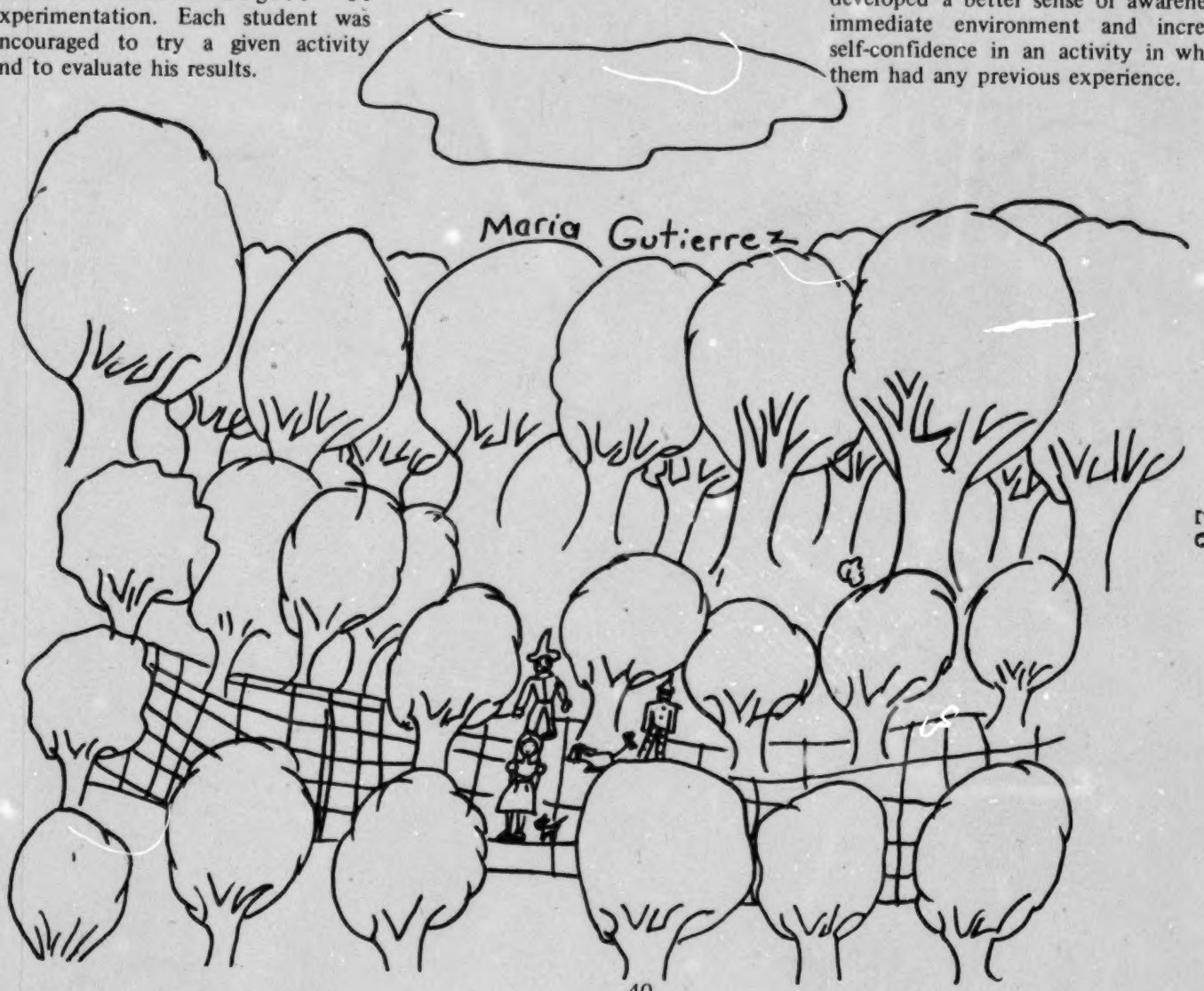
I lost my camera a while back and I don't care but I'm going to ask for one for Christmas.





The flexible format allowed a considerable degree of experimentation. Each student was encouraged to try a given activity and to evaluate his results.

Through these activities, the students developed a better sense of awareness of their immediate environment and increased their self-confidence in an activity in which few of them had any previous experience.



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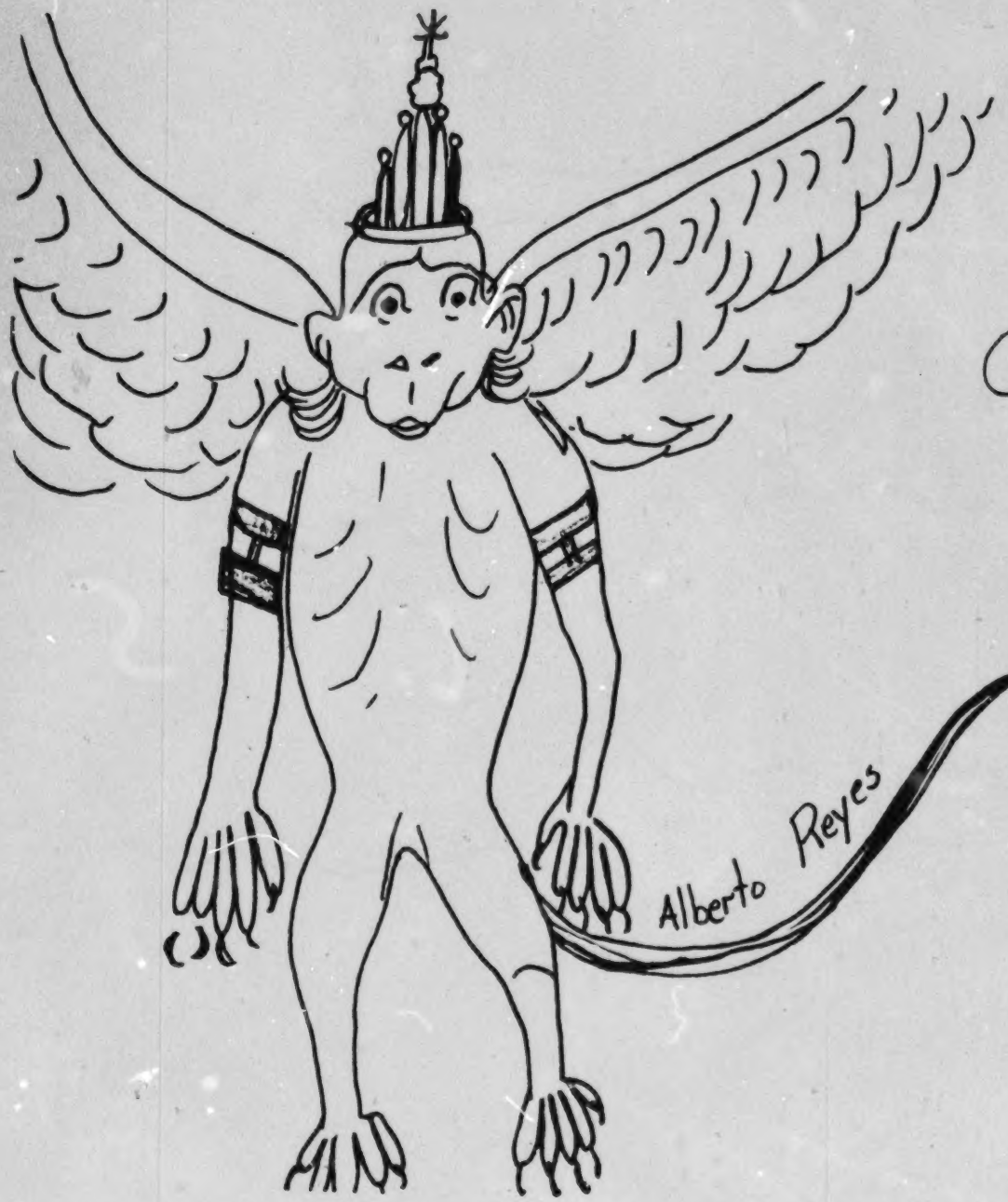
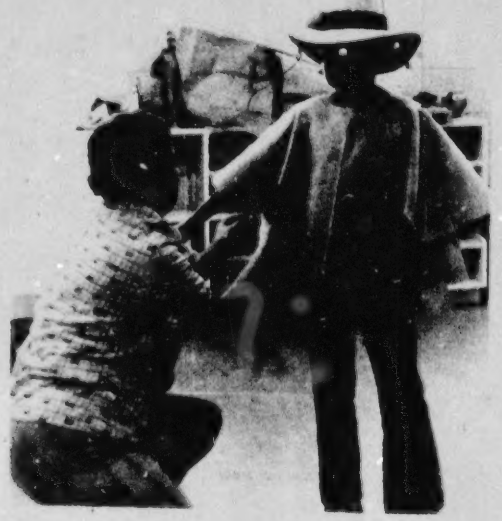


Costuming



COSTUMING

The first two days, I called parents and asked them to come to work on costumes. There were at least four parents who said if they had not been contacted personally, they wouldn't have even thought of coming to help with the costumes. I really feel having a liaison is well worth it for many reasons. It helped me to learn to get along with several types of people at the same time. Also, it helped some parents to feel secure because there was someone there who could speak Spanish and help them to know what to do.

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45-46 non-reproducible photos

I like swimming because it is fun so I could learn how to swim and how to dive from the diving board.

This is a story about a play. I'm a Lollypop. I have a lollypop and shorts and tights.

—David Espinoza

The play is fun to learn songs and dress up like funny costumes. Swimming is to learn how to swim because it is very good to swim when you are in a river you can swim good. Summer school is fun. Being a good boy they give you some candy. In summer school we make art and make stories too, we read books too.

—Pablo Barragon

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I like the play because it is fun dancing and singing. I liked to swim and liked to go to the diving board. I like the scary Lion because he is funny. I like the funny walking scarecrow. I like the tinman because he has no heart.

—David James

I like summer school. I like swimming because it was in the water. Everything was fun. I like the play too.

—Renae Robertson

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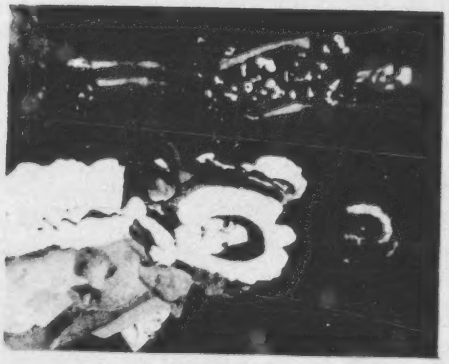
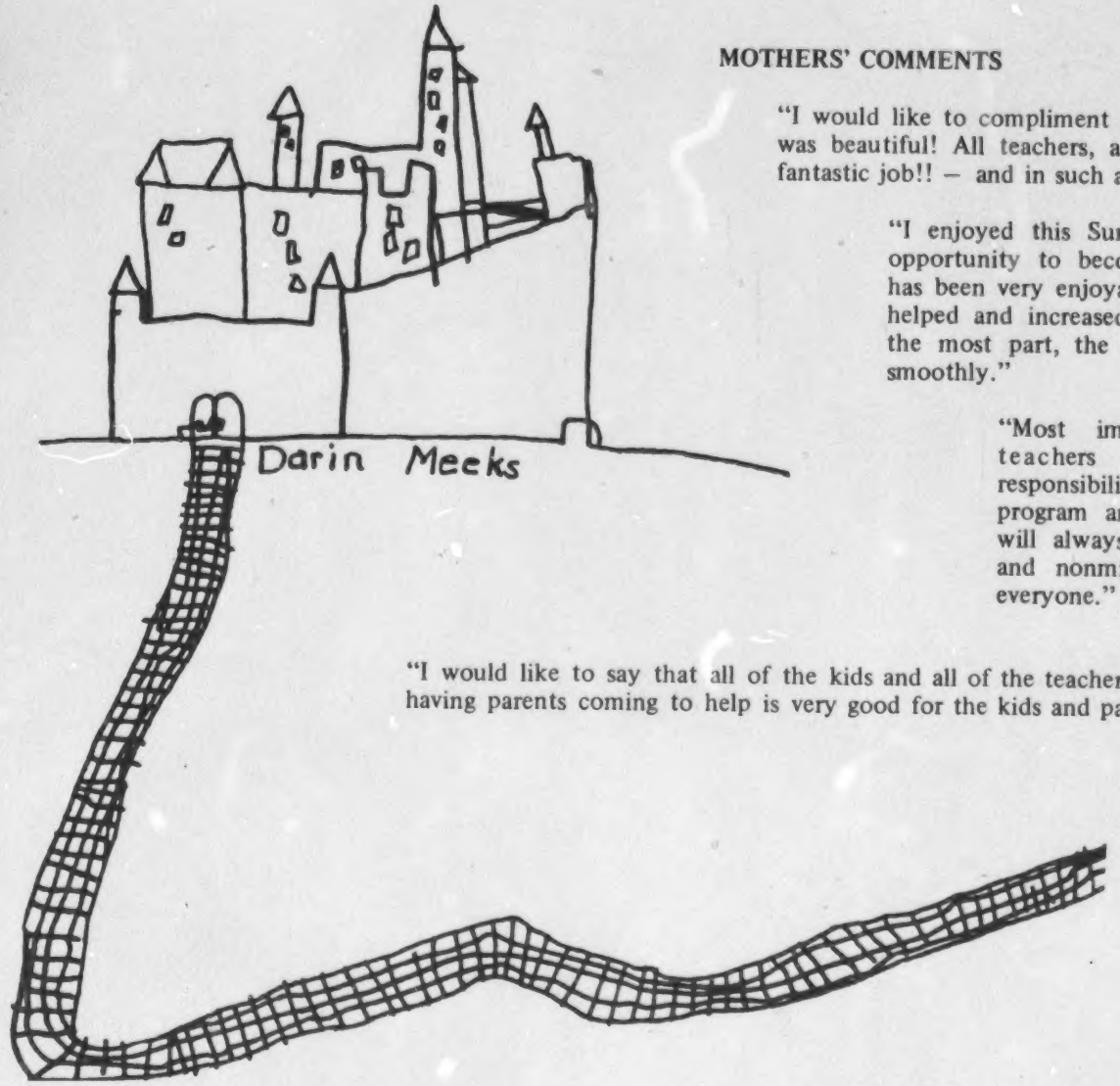




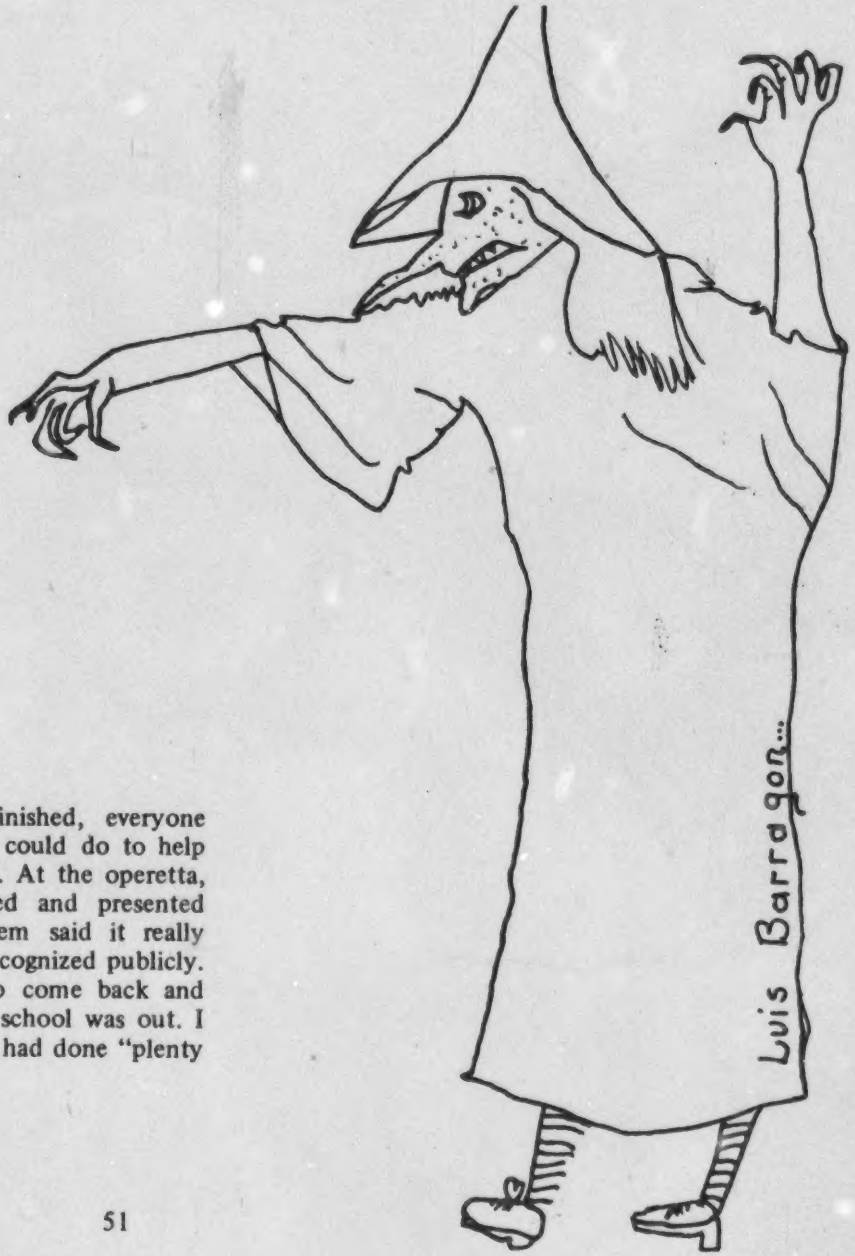
MOTHERS' COMMENTS

"I would like to compliment everyone who was involved in the play. It was beautiful! All teachers, aides, students, and mothers have done a fantastic job!! – and in such a short time!!"

"I enjoyed this Summer Theatre Program very much. The opportunity to become better acquainted with the children has been very enjoyable. The participation of the parents has helped and increased the children's interest in the play. For the most part, the production was very well done and ran smoothly."

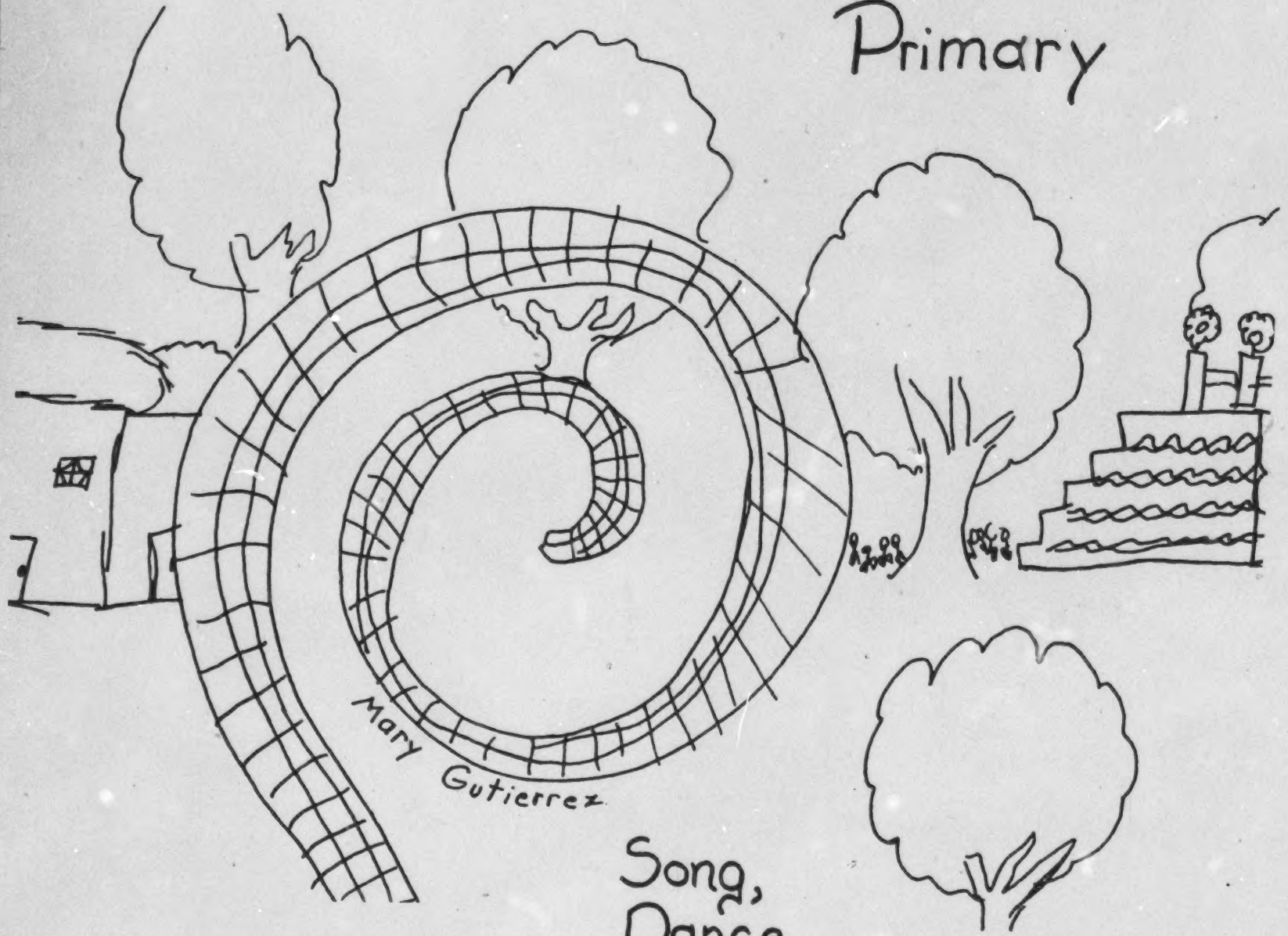
"Most impressive! Good relationship between teachers and aides. A good division of responsibilities. I feel all students enjoyed the program and it should be continued. I hope you will always have this program combining migrant and nonmigrant students. A good experience for everyone."

"I would like to say that all of the kids and all of the teachers have done a very good job. I also think having parents coming to help is very good for the kids and parents. I think the program is very good."



After all costumes were finished, everyone wanted to know what they could do to help on the night of the operetta. At the operetta, the mothers were recognized and presented with a rose. Several of them said it really meant a lot to them to be recognized publicly. I had two mothers offer to come back and help clean up the day after school was out. I said, "No way!" – that they had done "plenty already."

Primary



Song,
Dance,
Art, and Language Arts

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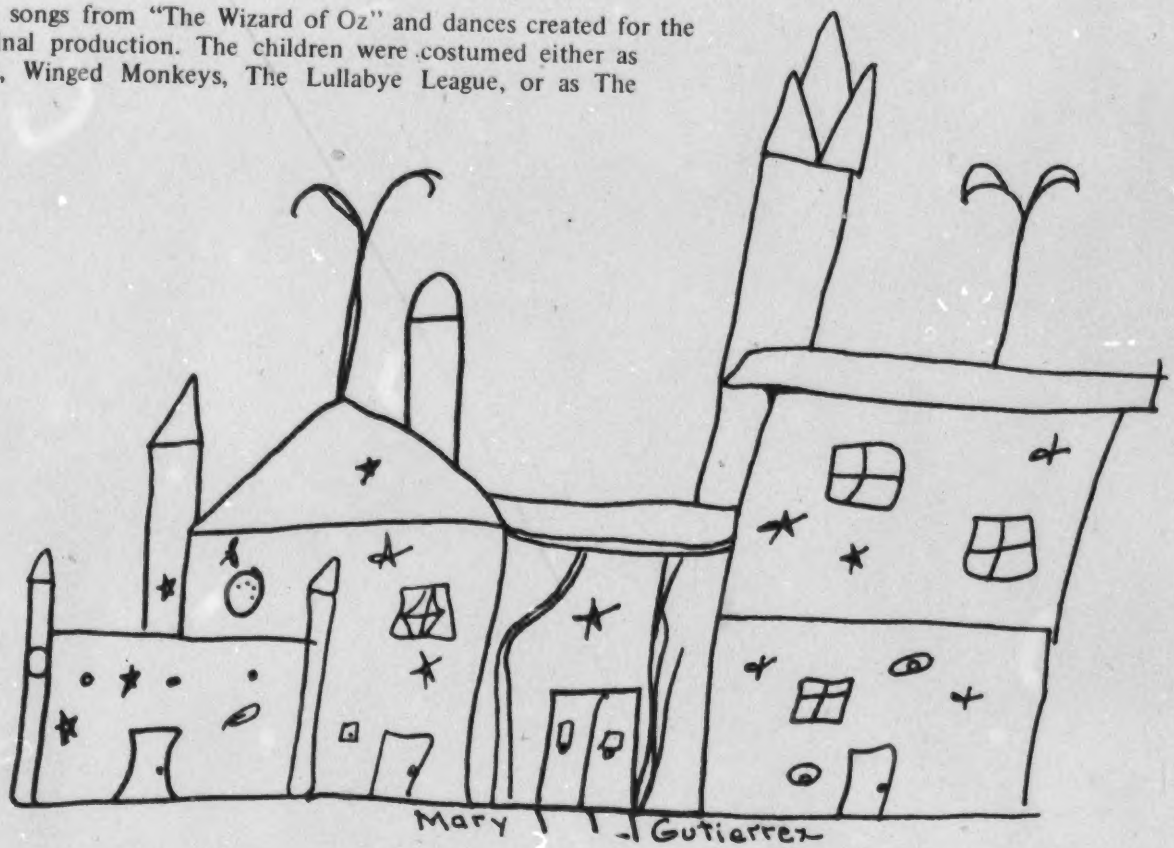
PRIMARY

The primary children were leveled into three separate homerooms. Each level was involved in Language Arts, Song, Dance, and Arts & Crafts daily. Each teacher was responsible for either the songs and dances, language arts, or arts & crafts. The teacher taught three different levels each day. In this manner, the songs and dances for the production were learned, a vocabulary based on the lyrics and book was developed, and an introduction to creative media was presented. All three teachers used "The Wizard of Oz" production as a basis for their activities and maintained an atmosphere of friendly support, encouragement, and delight in the children's efforts and accomplishments.

Every child, having learned the songs from "The Wizard of Oz" and dances created for the stage, was a member of the final production. The children were costumed either as Blue Munchkins, Green Ozites, Winged Monkeys, The Lullabye League, or as The Lollipop Guild.



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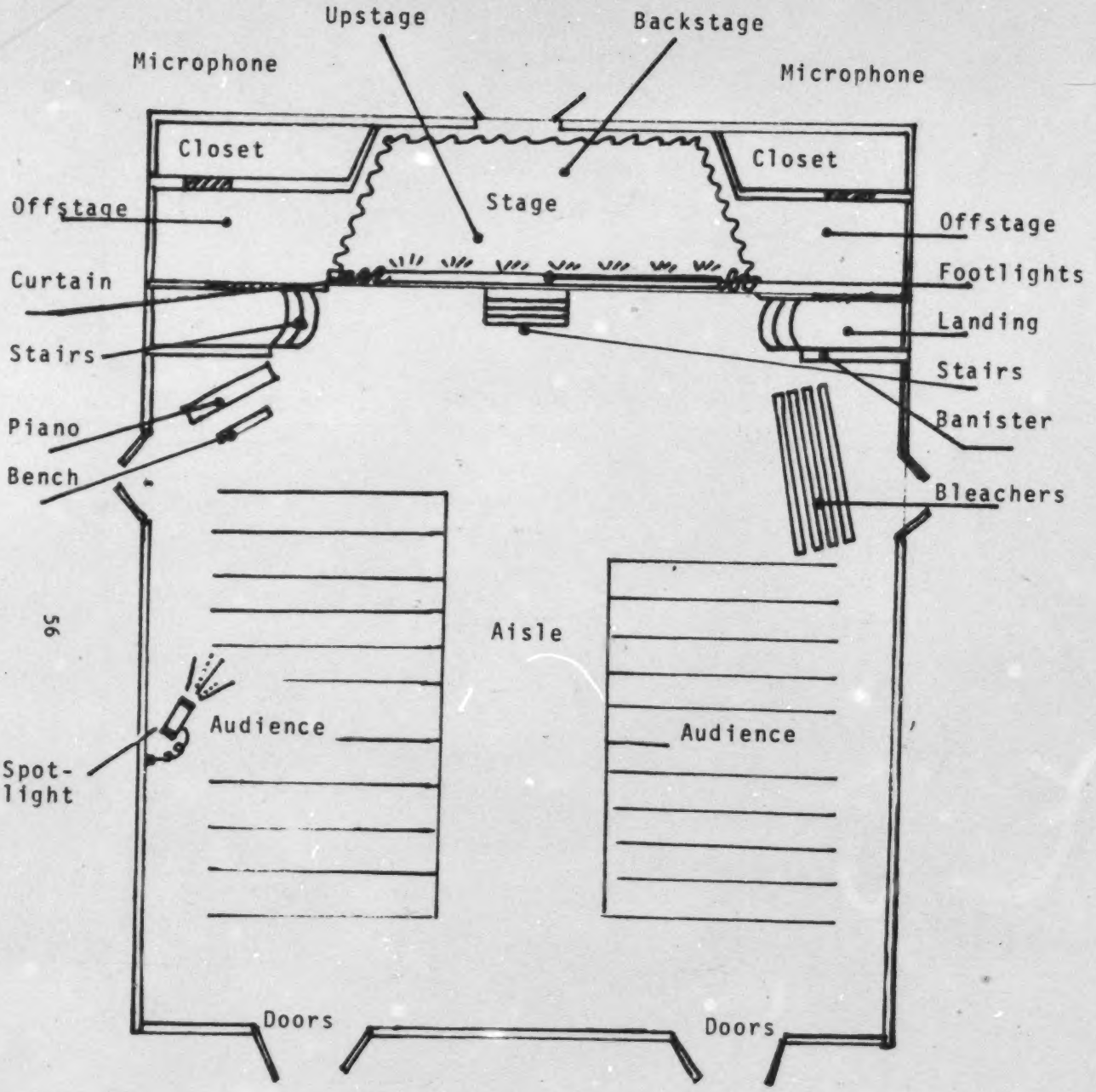
Vocabulary Development



LANGUAGE ARTS

The Language Arts program for the primary module consisted of listening to reading, and writing stories and plays.

The first level children enjoyed listening exercises and games, as well as stories to be used for dramatization. Among these stories were, "The Three Little Pigs," "The Three Bears," "The Three Billy Goats Gruff," and "Little Black Sambo." Each child participated in the dramas several times.

The children in level two learned that each story or play must have certain essential parts and correlated the events of various stories to these parts. They creatively adapted "The Three Billy Goats Gruff" to a story about a green monster who really ate the little Billy Goat Gruff. They also wrote their own play around characters they had chosen for themselves. They enjoyed reading library books provided by the summer program.

The third level children were challenged to write stories, plays, or poems and they responded with original pieces and pictures in all of these forms. The children's writings were typed, and they had the incentive of seeing their work and names in print. Several pupils' folders had eight stories by the end of the term. One group wrote two plays and presented them to the class. For this level, also, the library books were anticipated and used with pleasure.

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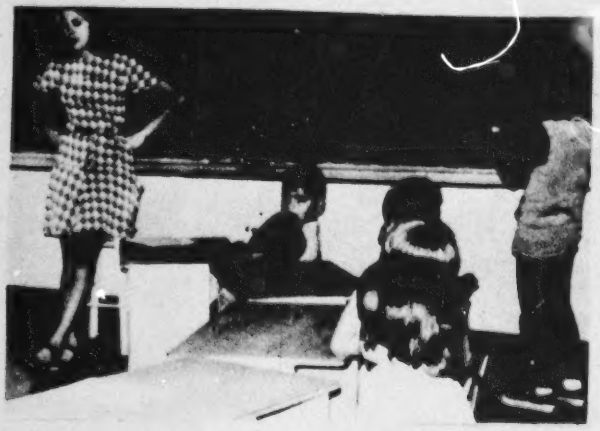
I had a lot of fun. Now my mother is very glad because now I am learning to swim. I do love summer school and I love the dance and the best thing I like is the Wizard of Oz play. I like playing in the pool and in the pool we play hide n seek.

I like summer school because we do a lot of fun things. I like candy too.

Love,
German Reyes



When I came in I had to sew sand bags, I ate scrambled eggs and then I put on my costume. It was wonderful.

(Day after the play) *I liked last night because a lot of people came to see and also because I was in the play. I would like to do the play next year if I am an important character.*

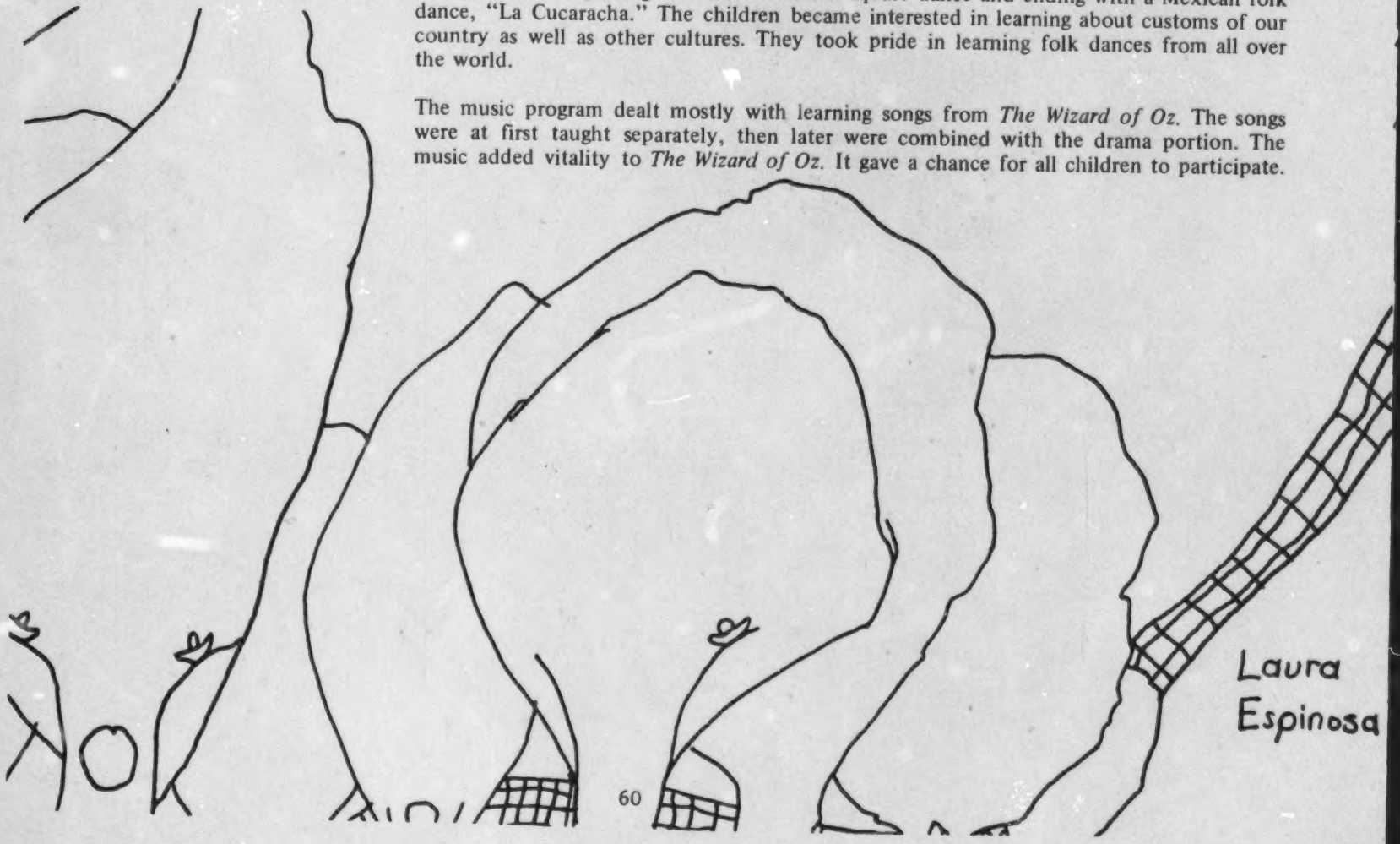
—Alberto Reyes

MUSIC AND DANCE

The first week of dance was basically a warm-up period. After creative dancing exercises to get the children accustomed to free and expressive body movement, a unit on pantomime which involved the children in role-playing situations was introduced. They created their own zoo with each child acting out his favorite zoo animal. It looked so real that we invited other classes to come and participate in the fun. The children showed no evidence of being inhibited and the majority of them really became involved.

The classes were then taught a series of folk dances, beginning with the American square dance and ending with a Mexican folk dance, "La Cucaracha." The children became interested in learning about customs of our country as well as other cultures. They took pride in learning folk dances from all over the world.

The music program dealt mostly with learning songs from *The Wizard of Oz*. The songs were at first taught separately, then later were combined with the drama portion. The music added vitality to *The Wizard of Oz*. It gave a chance for all children to participate.



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I think it's fun and I like it very much and I like swimming because it is fun and I like the teachers because they are very nice and I like learning very much.

—Verlene Woods

I like to go swimming because we play and jump. I like the play of the Lion and the Tinman and the Dorothy. I like to sing because it is fun to hear the piano.

I like to go dive from the diving board. It is fun.

—Angel Herrera

Swimming is very fun because I like to learn. I like to dance and sing. Band is fun too. I liked the costumes. Looked pretty. I liked the food and the orange juice. Summer school is fun. We get to play. I liked the good Witch. Costumes were very pretty.

—Irma Velaszques

Miss Davis is great as a Song Leader. She digs the songs as much as the kids do.

—J.S.

I like swimming because I like to swim. And I like the teachers that taught us how to swim. I liked art because its fun. I liked when Mrs. Gilmer comes and we write plays and stories.

—Dannette Millner

I like summer school because we have fun and we go swimming and we practice songs and we practice acting and we have fun playing baseball and kickball and we have fun playing on the monkey bars.

—Maximo Herrera

I think it is fun in summer school. We do Language Arts groups with Mrs. Gilmer and I did four stories and it was good. In Wednesday we go swimming. I like to go to play ball with girls. Today we did a play in the Wizard of Oz and I am a Ozite. We do the dance of Ha, Ha.Ha. Ho.Ho.Ho. We did a dance with Miss Davis and it was good in summer school.

—Norma Coronada

I liked all the things. Because I learned a lot. And I had a lot of fun and I was still learning things. One thing I liked is dancing. Because we learned a lot of dances and I like singing. Because I'm learning a lot of new songs. And I like swimming because I learned how to swim. And I like art and reading. Because it is fun.

–Cynthia Hoffman

I like swimming because I could learn how to swim good. And I like dancing too. It's very fun. And singing was good. And the food was good too. And best of all was the Wizard of Oz. Every body liked it. And I liked band too. We had a lot of fun.

–Kendall Howell

I liked swimming because it was fun. I liked the play. It was fun too. We had dances too. I liked them too. I liked band too. But most of all you teacher and Vickie.

–Liz Dail

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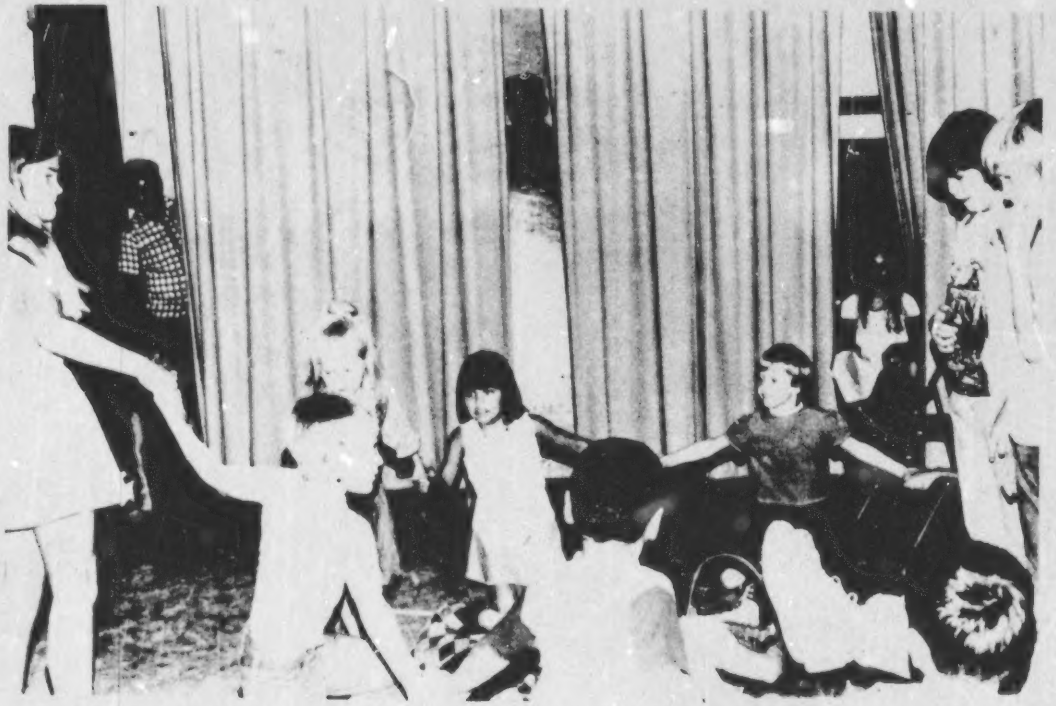
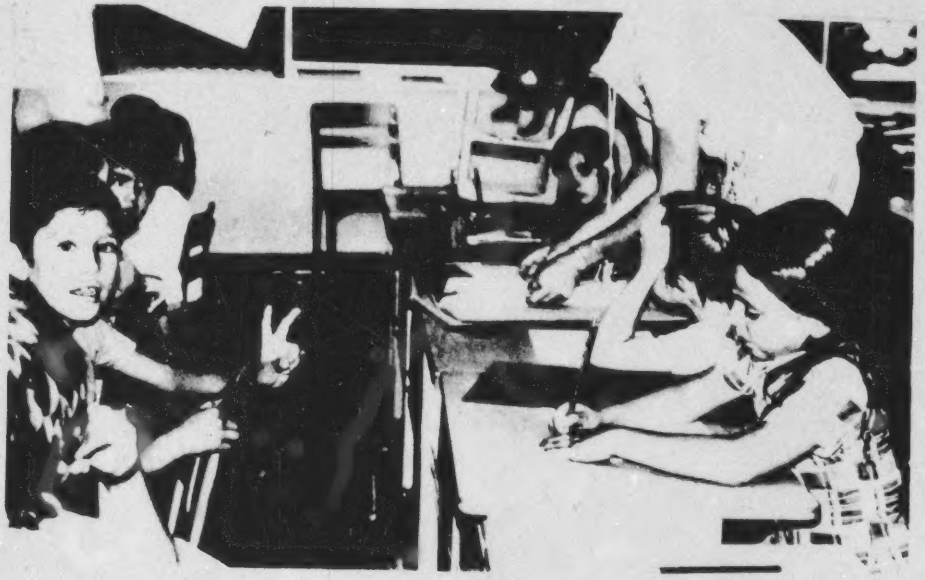
I like my teacher friend. She was a good teacher. I like to play in the play.
–Ruben Rubio



ARTS & CRAFTS

The Arts & Crafts unit was designed primarily to give the children an opportunity to experiment with different materials and media. Within this criteria, small muscle exercise was possible with scissors, pencil, and paintbrush. The children used water colors, chalk, glue, and paste. Primary and secondary colors were discussed and experimented with. The entire program has stressed creativity and process rather than product. The children were obviously happy with the results of their activities as evidenced by remarks such as "this is easy, this is fun." A child, overhearing the teacher's encouragements, remarks, "that's good, teacher. You're doing a good job."



60

I think that art was fun. Swimming was fun too. But I think that the teachers were the most nicest of all. What I didn't like was that the suits were too hot. But I sure liked the play.

–Nora Amavisca

Health Hygiene & Physical Fitness

We used dental floss. That was my first time I ever use dental floss.

–Alberto Reyes

Our team almost won when we played kick ball. After the game a lot of people asked Mr. Gilmer who won the game. He would tell them, "Your team won," so that that kid would be happy.

–Shonda Pierson

I like the cups when we brush our teeth because everybody doesn't have to wait in line to get water with tooth paste in their mouth.

–Mark Kelland

We ate scrambled eggs and toast, juice, milk. We practice or play very well and I sang some songs. I didn't like my lunch because my stomach hurt. I play baseball. We lost.

–Alberto Reyes

I think that the dental care after each meal is a good idea because when we have to brush at school it makes some people like to brush more often. I hope that when school starts again that they will make the students brush after lunch.

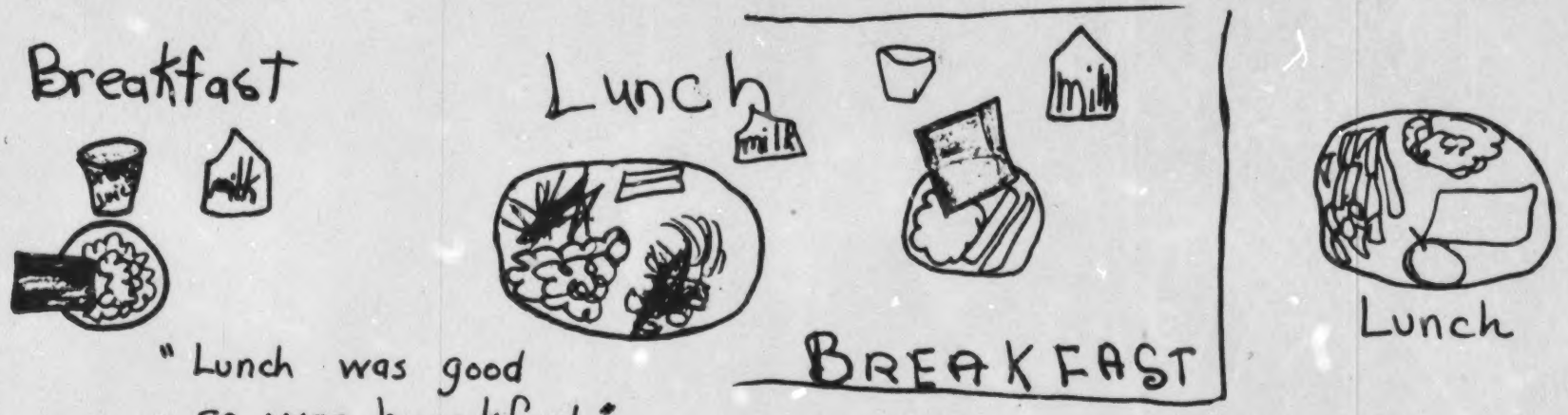
–Mark Kelland

I've liked the meals this week. In fact some of them were better than we have in winter at school.

–Kim Wright

I like swimming because they teach us. I like the play called the Wizard of Oz. I didn't like a little of the food. I like to do art and I like songs and the dances.

–Daniel Gutierrez



I liked swimming because we got to take a shower. And when we got to the pools if we couldn't swim we had to go to the baby pool. And I like art. And Language reading. And my best thing was the play because I got to be a Ozite. And Miss Davis you're nice.

–Claudia Reyes

The best thing that I like is to go out for recess.

–Miguel Carbajal

We should have more swings.

–Tony Cota

For recess we played the game, "Underneath the Bathtub." We were going to play baseball, but tne field was wet because they irrigated it.

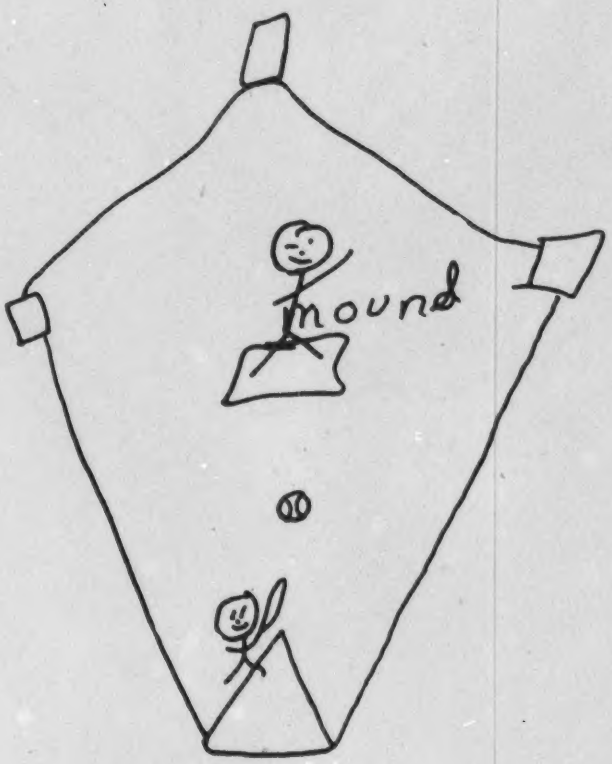
–Joi Meeks

I liked the baseball game we had today. But maybe we could have had more teams and have two teams playing baseball and two playing volleyball and one resting and then just rotate around.

–Brenda Garcia

I played baseball and my team won. And I felt good today.

–Tony Cota



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pp. 71-72 non-reproducible photos

They sang the "OZ" songs all the way to and from the swimming pool.

–J.S.

We went swimming. At last I know how to swim. We had a fun picnic.

–Alberto Reyes

I went to swim in the water. But the wind was very cold and the water was a little warm. I like when everybody was to cold and when they got into the water.

–Luis Barragon

We went swimming and we lifted up some weights. First we had 1 weight, then 2 and 3, then 4 weights. That one time we picked up 4 weights were the heaviest and hardest. I learned how to dive by going down and getting the weights. The best thing was diving because I learned by getting the weights.

–Pam Lindsey

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We went swimming and we had a chance to lift 5, 10, 15, or 20 pound weights off the bottom of the deep end. I never thought that I could make it, but I lifted 20 pounds off the bottom. It was a good day.

–Bob Tuffley

I dislike the idea about us not getting to dive off the diving board as often as we want but that's to bad I guess. I also think that we should go swimming more often.

–Robert Gutierrez

I suggest that they either cut down on the chlorine or the school should provide some type of Visine or Murine II.

–Mark Kelland

I went swimming and I flipped!

–Joey Peltack

pp. 75-76 non-reproducible photos

What should have been better was lunch.

–Tony Cota

The food could of been much much better with much, much better desert.

–Jeff Madsen

The food was great. We had burritos for lunch. They were very good.

–Mark Kelland

For breakfast we had eggs and sausage. For lunch we had fish. I am getting sick of fish. We have it three days a week.

–Mark Kelland

All we had for breakfast was rice and a piece of toast. That could have been done better.

–Doug Klingenberg

They should give us more time of recess and less time of drama.

–Miguel Carbajal

At lunch and sometimes at breakfast, the plates we get I see that some of the kids take the paper on top of the plate off. I think that they should not do it because it makes the trash cans so full.

–Frances Herrera

The breakfast was o'k but there wasn't enough.

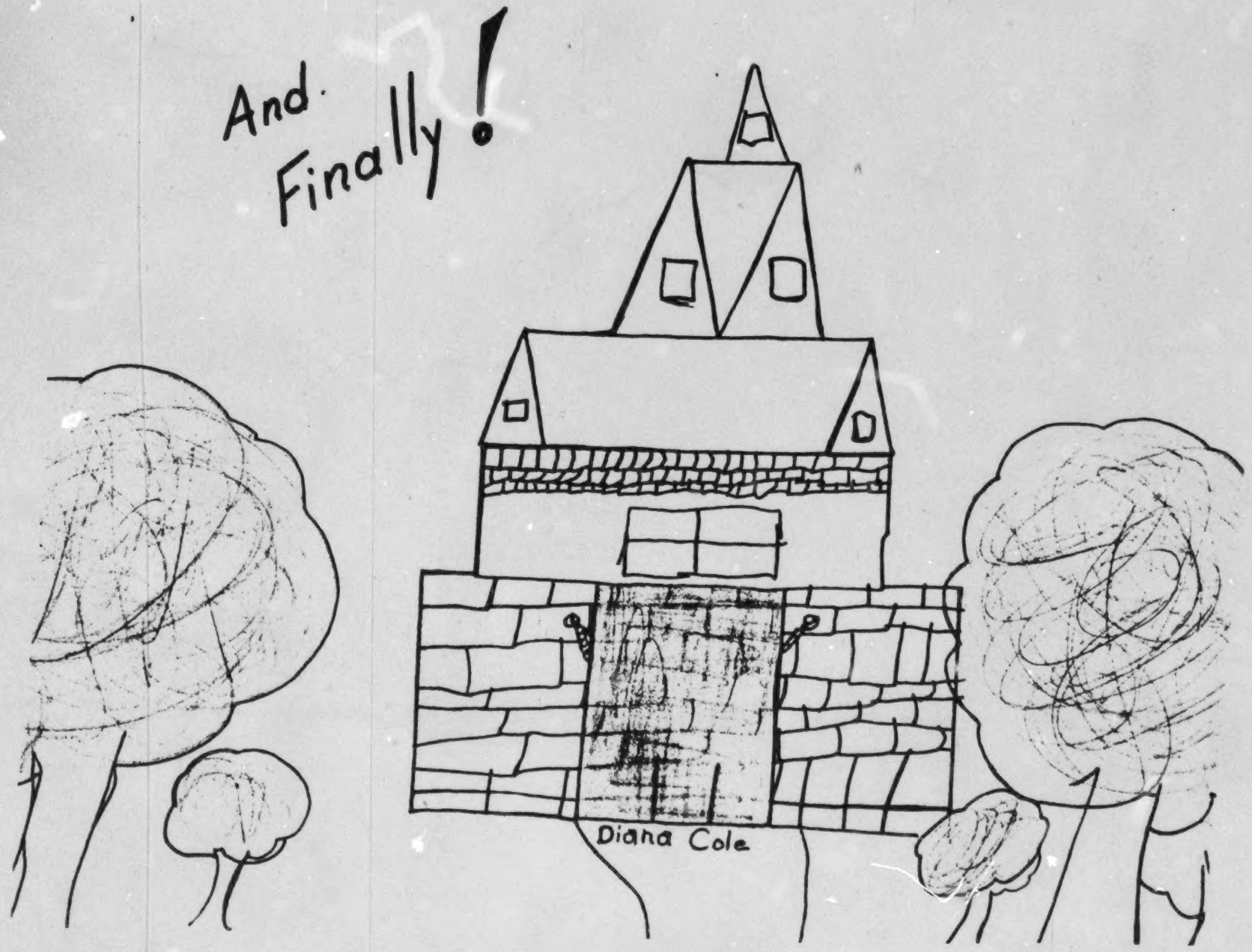
–Jeff Klingenberg

For breakfast I think they should have put a lot of different kinds of cereal out and everybody could pick out the kind of cereal they liked.

–Pam Lindsey

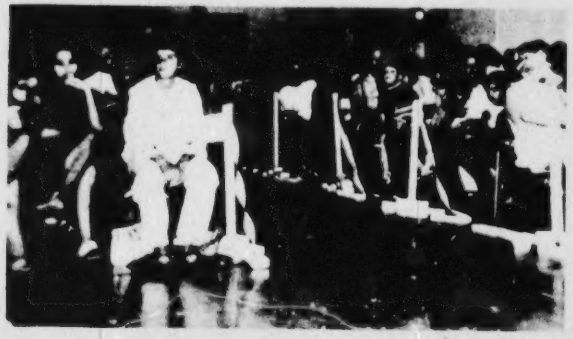
Breakfast wasn't good. I got another raw pancake. Yesterday's breakfast wasn't good either. It had worms in it.

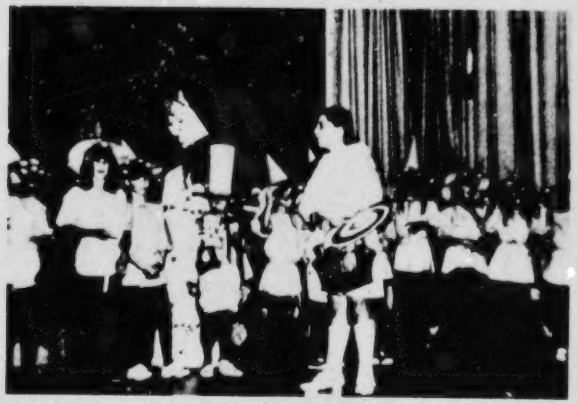
–Scott Wisby


And Finally!
Diana Cole

OPENING NIGHT!

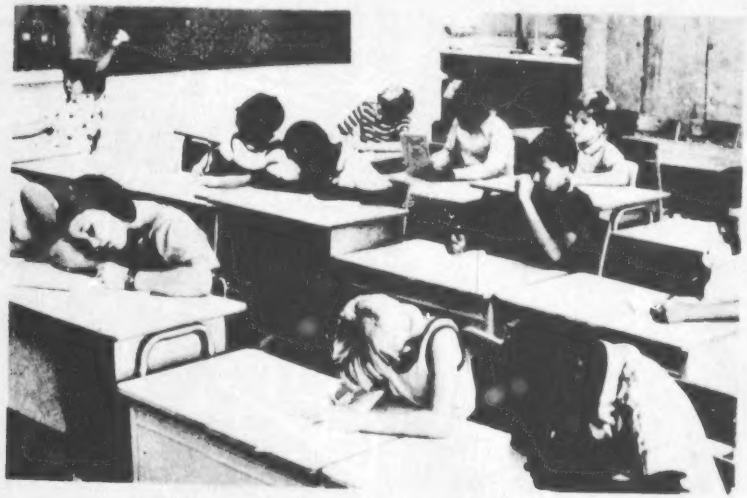
MUNCHKINLAND





No—there was nothing could be done in a better way.
—Tommy Woods

It was very good last night. Yes, I want to do another play.
—Luis Barragon



I don't have nothing to complain about and no problem.

–Narin Compton

After recess we didn't go to Photography class because of the vocabulary test. I think it was a waste of time because on the first couple of pages the words were very easy and the last were a little bit hard. The test also kind of takes the fun out of summer school.

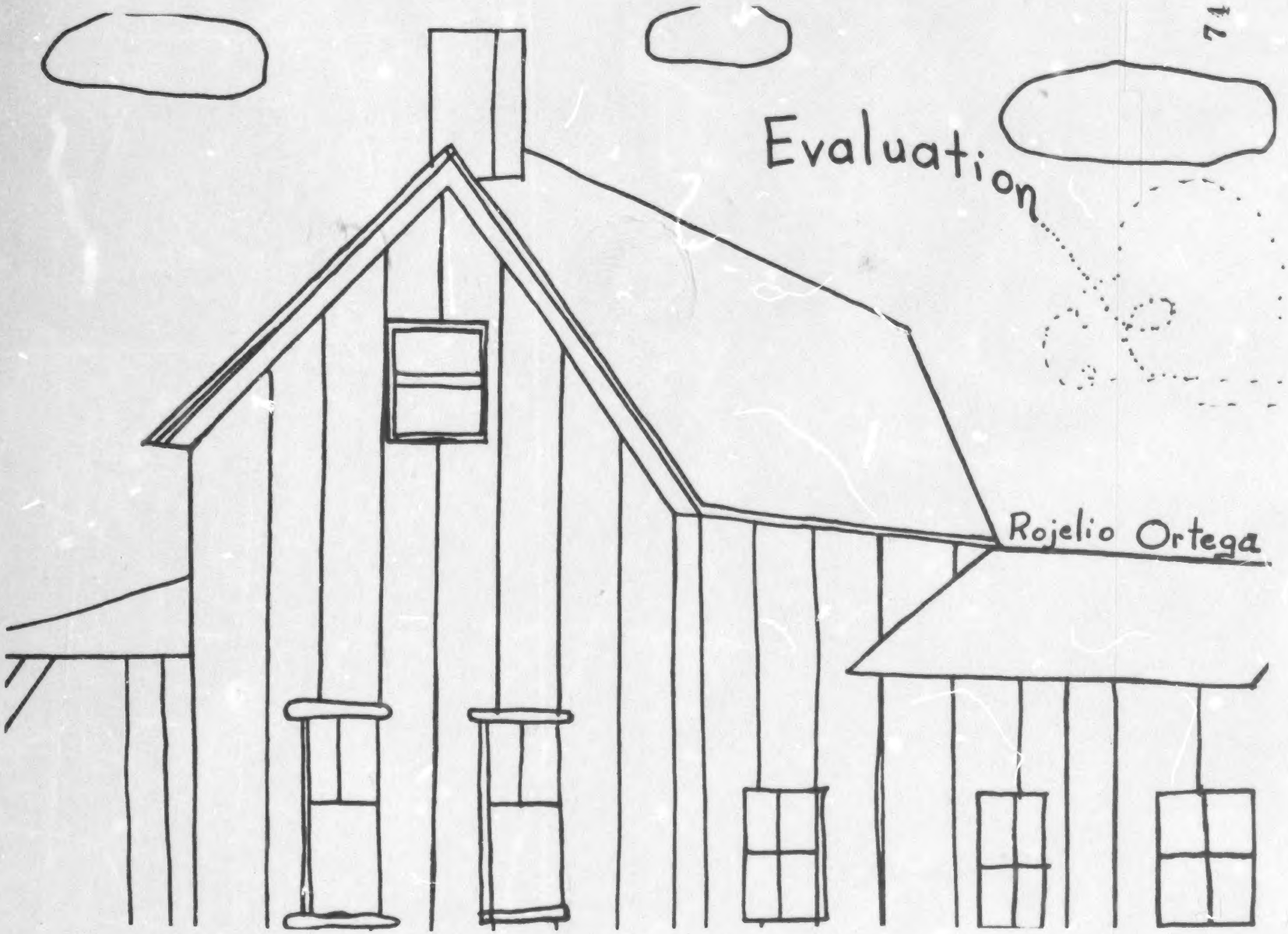
–Jeff Klingenberg

I don't like writing in these log books.

–Brad Davis

Me and Eugene, we like it all.

–Luis Cardenas


Evaluation
Rojelio Ortega

Name of Test	PRE-TEST				POST-TEST				AVERAGE PERCENTAGE GAIN PER STUDENT
	total possible correct answers	number of correct answers	number of children tested	average percent correct answers	total possible correct answers	number of correct answers	number of children tested	average percent correct answers	
Word List									
Wizard of Oz	4023	2649	57	65.8%	3925	3068	54	78.0%	12.2%
photography	288	171	18	59.0%	240	194	15	80.5%	31.5%
stagecraft	128	13	8	10.0%	112	101	7	90.0%	80.0%
other									

Each teacher:

1. Count total number of words used in each test for all children in class. Example: If 9 children were tested on 20 words, each; and one child was tested on only 10 words, the total words tested would be 190 words.
2. Total the number of correct answers for whole class. Example: If 5 children had 7 correct answers, 4 children had 3 correct answers, and 1 child had 2 correct answers, the total number of correct answers would be 49.
3. Enter number of children tested.
4. Figure percentages.

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BASIC VOCABULARY

"The Wizard of Oz"

_____ 1. Play
a. something to be acted
b. something to be eaten
c. something to be read
d. something to be sung

_____ 2. Prop
a. scenery b. lighting
c. seating d. acting

_____ 3. Stage
a. where the audience sits
b. where the characters dress
c. where the action occurs
d. where the play is written

_____ 4. Audience
a. the people acting
b. the people prompting
c. the people watching
d. the people working on the stage

_____ 5. Spotlight
a. a concentrated beam
b. a multi-colored footlight
c. an auditorium light
d. a flashing light

_____ 6. Basket
a. container b. bowl
c. enclosure d. light

_____ 7. Cruel
a. kind b. gentle
c. mean d. angry

_____ 8. Bucket
a. pail b. glass
c. jar d. bottle

_____ 9. Magic
a. enchantment b. happiness
c. sadness d. joy

_____ 10. Wizard
a. sorcerer b. elf
c. fairy d. witch

_____ 11. Witch
a. enchantress b. wizard
c. fairy d. leprechaun

_____ 12. Brain
a. straw b. thinking device
c. clock d. bell

_____ 13. Kansas
a. a city b. a country
c. a state d. a county

_____ 14. Farmer
a. a person who works with machines
b. a person who works with the trees
c. a person who works with the soil
d. a person who works with schools

_____ 15. Handsome
a. ugly b. attractive
c. old d. young

_____ 16. Courage
a. honor b. bravery
c. love d. freedom

_____ 17. Merry
a. sad b. angry
c. happy d. lovely

_____ 18. Owls
a. birds b. snakes
c. animals d. people

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BASIC VOCABULARY (Continued)

_____ 19. Sissy
A person who acts like
a. everyone else
b. a member of the opposite sex
c. a hero
d. an animal

_____ 20. Coward
A person who is
a. brave b. afraid
c. happy d. sad

_____ 21. Lion
a. the king of the forest
b. a scavenger
c. a laughing bird
d. a person who tells lies

_____ 22. Tiger
a. a fat animal
b. a small animal
c. a striped animal
d. a red animal

_____ 23. Curses
a. evil sayings
b. kind statements
c. happy greetings
d. sad goodbyes

_____ 24. Balloon
a. filled with air
b. filled with food
c. filled with rocks
d. filled with water

_____ 25. Poppy
a. a bird b. a tree
c. a flower d. a dance

_____ Intelligent
a. stupid b. smart
c. cute d. ugly

_____ 27. Character
A person
a. in a play
b. in the classroom
c. in a store
d. in an airplane

_____ 28. Country
a. a nation b. a state
c. a town d. a county

_____ 29. Make-up
Something worn
a. on the face
b. for clothing
c. on the feet
d. for warmth

_____ 30. Terrible
a. nice b. kind
c. frightening d. old

_____ 31. Manly
a. masculine b. feminine
c. young d. new

_____ 32. Messenger
A person who is
a. sent to do something
b. a policeman
c. a dog lover
d. eats a lot

_____ 33. Barnyard
a. where dogs live
b. where people live
c. where animals live
d. where a car is repaired

BASIC VOCABULARY (Continued)

_____ 34. Woodman — A person who
a. cuts trees
b. sells cars
c. eats a lot
d. loves children

_____ 35. Platter — a. a glass b. a pitcher c. a flat dish d. a spoon

_____ 36. Emerald — a. a town b. a jewel c. a person d. a car

_____ 37. Announce — a. ask b. scream c. declare d. cry

_____ 38. Winged
a. able to eat a lot
b. able to fly
c. able to run fast
d. able to draw well

_____ 39. Pretend
a. make believe
b. take care of
c. eat
d. laugh

_____ 40. Powerless — a. strong b. weak c. poor d. rich

_____ 41. Destroyed — a. built b. ruined c. saw d. said

_____ 42. Scenery — a. background b. people c. lines d. lights

_____ 43. Dandelion — a. a flower b. a tree c. a bird d. an eagle

_____ 44. Scarecrow — a. woodman b. straw man c. ironman d. tin man

_____ 45. Throne — a. a castle b. a crown c. a king's seat d. a queen

_____ 46. Offstage
a. in view of the audience
b. out of view
c. in the back of the stage
d. in front of the stage

_____ 47. Onstage
a. in view of the audience
b. out of view
c. in the back of the stage
d. in front of the stage

_____ 48. Backstage
a. in view of the audience
b. out of view
c. in the back of the stage
d. in front of the stage

_____ 49. Mane
a. where animals live
b. animal neck hair
c. animal lover
d. colored spotlight

_____ 50. Costumes
a. clothing worn on stage
b. make-up
c. parts said
d. colored spotlight

_____ 51. Sorceress — a. fairy b. elf c. enchantress d. leprechaun

_____ 52. Invention — a. need b. discovery c. outline d. building

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BASIC VOCABULARY (Continued)

_____ 53. Remark
a. scream b. whisper
c. comment d. color

_____ 54. Ascent
a. go up b. go down
c. go over d. go around

_____ 55. Prairie
a. island b. continent
c. open country d. forest

_____ 56. Windstorm
a. shower b. drought
c. cyclone d. waterfall

_____ 57. Miracle
a. wonder b. rule
c. hands d. class

_____ 58. Comfortable
a. rugged b. steep
c. pleasant d. fast

_____ 59. Escort
a. companion b. enemy
c. lawyer d. queen

_____ 60. Stuffed
a. emptied b. written
c. padded d. painted

_____ 61. Luckily
a. poorly b. quickly
c. sadly d. fortunately

_____ 62. Gesture
a. smile b. signalize
c. prairie d. book

_____ 63. Groan
a. sip b. moan
c. mature d. yell

_____ 64. Unkind
a. friendly b. loosen
c. mean d. strong

_____ 65. Surprise
a. expect b. take unawares
c. allow d. send

_____ 66. Directly
a. soon b. by and by
c. afterwards d. warmly

_____ 67. Upstage
a. near the audience
b. away from the audience
c. behind the curtain
d. without lights

_____ 68. Downstage
a. near the audience
b. away from the audience
c. behind the curtain
d. without lights

_____ 69. Stripe
a. actor b. prop
c. director d. scenery

_____ 70. Lectern
a. podium b. footlights
c. classroom d. pitcher

_____ 71. Enchanted
a. covered b. bewitched
c. located d. tied

_____ 72. Delight
a. discovery b. illuminate
c. joy d. play

_____ 73. Spectacles
a. binoculars b. saddles
c. shoes d. eyeglasses

_____ 74. Manufacture
a. produce b. contain
c. paint d. begin

_____ 75. Cyclone
a. detergent b. animal
c. windstorm d. shower

BASIC VOCABULARY (Continued)

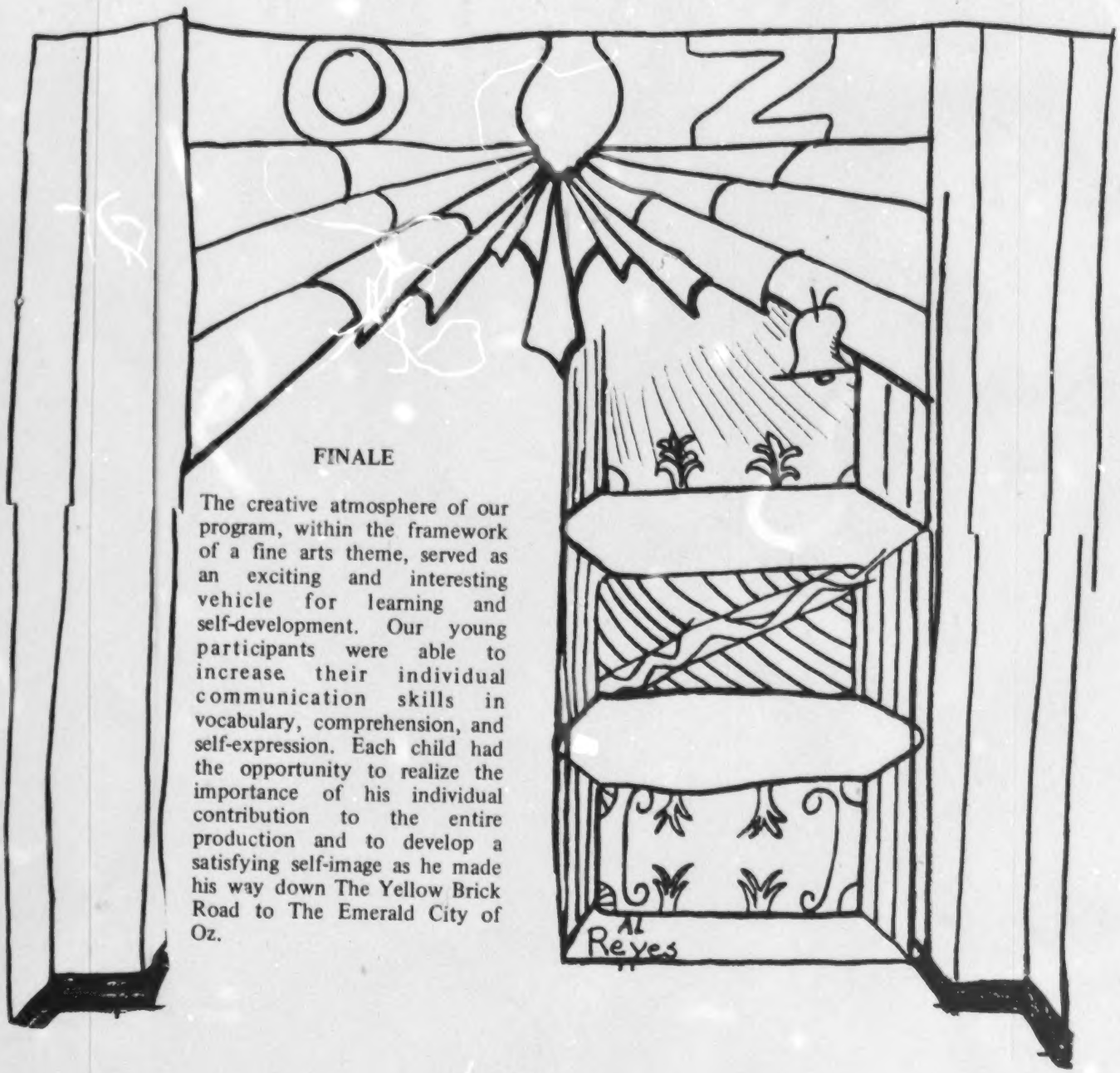
_____	76. Transported	a. carried somewhere	b. called	c. started	d. lifted
_____	77. Apprehension	a. happiness	b. hunger	c. fear	d. need
_____	78. Forlornly	a. joyously	b. sadly	c. quickly	d. openly
_____	79. Comprehension	a. freedom	b. writing	c. paper	d. understanding
_____	80. Historian	a. recorder	b general	c. official	d. scientist
_____	81. Industriously	a. weakly	b. courageously	c. laboriously	d. slowly
_____	82. Outstretched	a. extended	b. closed	c. finished	d. opened
_____	83. Illuminate	a. lighten	b. darken	c. painted	d. colored
_____	84. Unison	a. individually	b. noisily	c. together	d. separate
_____	85. Dubiously	a. happily	b. sadly	c. doubtfully	d. earnestly
_____	86. Pantomime	a. wink	b. dramatize	c. swallow	d. fool
_____	87. Abode	a. allow	b. house	c. beginning	d. close
_____	88. Pagoda	a. Chinese temple	b. church	c. cathedral	d. shrine
_____	89. Serpentine	a. snake-like	b. cat-like	c. ape-like	d. dog-like
_____	90. Whisked	a. washed	b. swept	c. scoured	d. dusted
_____	91. Synchronize	a. date	b. expect	c. pass	d. keep pace with
_____	92. Remarkably	a. noticeably	b. monotonously	c. gradually	d. poorly
_____	93. Unbearable	a. easy	b. intolerable	c. ample	d. adequate
_____	94. Indignantly	a. angrily	b. slowly	c. quickly	d. sadly
_____	95. Reappearance	a. recurrence	b. essence	c. quietness	d. peacefulness
_____	96. Citizenry	a. townspeople	b. dishonesty	c. virtue	d. individual
_____	97. Ominous	a. lucky	b. threatening	c. pretty	d. loud
_____	98. Progressing	a. failing	b. existing	c. succeeding	d. beginning
_____	99. Benificent	a. mean	b. wise	c. kind	d. handsome
_____	100. Annihilation	a. construction	b. destruction	c. instruction	d. completion

PHOTOGRAPHY VOCABULARY

1. Camera
2. Lens
3. Exposure
4. Darkroom
5. Film
6. Emulsion
7. Enlarger
8. Developer
9. Fixer
10. Strobelight
11. Safelight
12. Shutter
13. F-Stop
14. Negative
15. Tripod
16. Dryer

STAGECRAFT VOCABULARY

1. Stile
2. Keystone
3. Top rail
4. Bottom rail
5. Toggle rail
6. Corner brace
7. Half keystone
8. Lash cleat
9. Lash line eye
10. Corner block
11. Template
12. Flat
13. Prop
14. Set
15. Corrugated fasteners
16. Canvas



FINALE

The creative atmosphere of our program, within the framework of a fine arts theme, served as an exciting and interesting vehicle for learning and self-development. Our young participants were able to increase their individual communication skills in vocabulary, comprehension, and self-expression. Each child had the opportunity to realize the importance of his individual contribution to the entire production and to develop a satisfying self-image as he made his way down The Yellow Brick Road to The Emerald City of Oz.

ADMINISTRATION

Mr. A. J. Dail, Administrator
Mrs. Helen Stewart, Secretary
Mrs. J. K. Seriale, Program Director/Teacher

DRAMA

Mr. Billy Gilmer, Teacher
Miss Lisa Lindsey, Aide

STAGECRAFT

Mrs. Pat Beecroft, Teacher
Mrs. Jan Macfarland, Aide
Mrs. Jacquelin Bock, Aide–Temporary

PHOTOGRAPHY

Mr. Ken Wilson, Teacher
Mrs. Carol Crosson, Aide

COSTUMES

Mrs. Henrietta Ruiz, Community Liaison/Aide

PRIMARY

SONG & DANCE
Miss Marianne Davis, Teacher
Miss Vickie Madsen, Pianist/Aide

LANGUAGE ARTS
Mrs. Laura Rebecca Gilmer, Teacher
Miss Martha Monical, Aide
Mrs. Diane Garcia, Aide–Temporary

ARTS & CRAFTS
Mrs. Joyce Seriale, Teacher
Miss Deborah Tuffly, Aide

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